DOCUMENT RESUME

ED 254 565 TM 850 180

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TITLE	A Curriculum Development Oriented Partial Task Analysis Bibliography.
PUB DATE	Feb 85
NOTE	120p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Courses; *Curriculum Development; *Task Analysis; *Training

ABSTRACT

Task analysis is the process of identifying all things that individuals must accomplish to satisfactorily complete an activity or course of instruction. This bibliography lists task analysis documents related to curriculum or course development, or training program development. Five abstracting services were searched from their first publication through July 1982: (1) Resources in Education, (2) Current Index to Journals in Education; (3) Psychological Abstracts; (4) Dissertation Abstracts International; and (5) Maritime Resources Information Service. The 861 citations are listed in numerical, not alphabetical, sequence. Citation numbers are indexed three ways: (1) key letter (first letter of primary author's last name); (2) year of publication; and (3) key words. Most documents are available from the ERIC Document Reproduction Service or the National Technical Information Service. (BS)

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FORWARD

Task analysis has been defined as the process of identifying all things that individuals must accomplish to satisfactorily complete an activity or a course of instruction. The definition applies to education and training communities alike. The educational community uses the process as part of its overall curriculum development scheme as well as the development of specific courses while the training community applies the process to training program development.

The basic criterion to be met before a document was selected for inclusion in the bibliography was that the document somehow had to be related to curriculum document, training program development, or any combination thereof.

Task analysis was the only descriptor used in searching the literature for citations to be included here. Readers are advised, however, relevant documents may also be categorized under the following additional descriptors: evaluation methods; cognitive processes; content analysis; critical incidents method; difficulty level; objectives; skills analysis; and, test construction. Further definition of these additional descriptors may be found by consulting Educational Resources Information System documents. Because these literature categories may contain relevant documents, this document should not be considered complete.

Five abstracting services were consulted in search of task analysis documents. These services were: 1) Resources in Education;

2) Current Index to Journals in Education; 3) Psychological Abstracts; 4) Dissertation Abstracts International; 5) Maritime Resources Information Service. All volumes published by each of the five services from the first through that published in July 1982 were searched.

Many of the documents listed in the following pages are available either from Educational Resources Information Center (ERIC), or National Technical Information Service (NTIS). Citations published in Resources in Education are available from ERIC in either hard copy or microfiche. Each has a unique ED number which has been included with the citation. If not available in a local library, these documents may be ordered from:

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HOW TO USE THE BIBLIOGRAPHY

Citations have been listed in numerical sequence from 1 to the end without regard for alphabetical classification by the author's last name. Documents are classified, in the Key Letter, Year, and Word Index alphabetically by the first letter of the primary author's last name, by key work, and by year of publication. In each case of categorization, the sequential number of the citation is used. Article number 1, for example, has been classified under C because the author's last name is Cochrane; under 1981 because it was published in 1981; and it is classified under Libraries because it deals with an analysis of library related tasks.

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CITATIONS

1. Cochrane, P. Tasks performed by online searchers in presearch interviews. Resources in Education, 1981, 16 (12) 112 (ERIC ED 205 189).

   This is an analysis of tasks that search intermediaries performed to facilitate information exchange in presearch interviews with requesters of computer based literature searches. It is part of a large study that gathered data on 80 presearch interviews in seven medical libraries.

2. Landes, N. et al The task features analysis system. Research series No. 89. Resources in Education, 1981, 16 (11), 188 (ERIC ED 204 187).

   A system is described for the analysis of elementary school science teachers guides and other program materials. The system produces a step-by-step account of what the classroom would be like if teachers literally followed recommendations found in teachers' guides. Each unit of student activity is a task.

3. Bromley, B. Performance-based vocational education in post-secondary computer technology program. Final Report. Resources in Education, 1981, 16 (12) 1 (ERIC ED 204 483).

   A study was conducted to develop a performance-based instructional program in electronic data processing and to identify data processing tasks within various occupational titles. Task lists from various sources were sorted and merged into a final list of tasks and subtasks. The study produced a teaching unit and resulted in better quality and more uniformity in teaching programming courses and in defining job titles. Appendicies include job titles and task analyses.

4. Laustaunau, P. and Rosenblatt, R. Mine hoist operator training system. Phase I report. Resources in Education, 1981, 16 (12), 20 (ERIC ED 204 593).

   The objective of Phase I was to develop specifications for a training system that would provide operators with skills and knowledge required to carry out the responsibilities of the job safely and effectively. A job-task analysis was conducted during this phase.

5. Tyler, E. C. Construction of criterion weights for the selection of tasks for training in the United States Army Infantry School. Resources in Education, 1981, 16 (12) 177 (ERIC ED 205 606).

   The author discusses a method by which tasks selected for training may be weighted based upon importance.

6. Burns, D. The evaluation of student teaching practice - an occupational analysis approach. *Resources in Education*, 1981, *16* (9), 142 (ERIC ED 201 603).

Occupational analysis provides a procedure for improving the match between jobs and training programs. A list of teaching tasks was produced showing amount of time spent on each task, rating of time spent, rating of how critical the task was and complexity of tasks. These data were used to develop a training priority index. The index was used to create an optimum training sequence for designing and evaluating the teaching practice program.

7. Mockovak, V. W. The impact of job-performance aided training on training effectiveness and job performance. *Resources in Education*, 1981, *16* (8), 33 (ERIC ED 199 561).

This study compared job performance-aided training and instructional systems development model training developed for the census enumerator/interviewer. Both training schemes received positive ratings from trainees. Job-performance-aided trainees gave significantly higher ratings of training quality, job preparedness, reading ease of training materials, adequacy of training length, ratings of specific activities, on-the-job manual use and better coverage of critical job tasks during training.

8. Gourley, F. A. Machinist curriculum manual. *Resources in Education*, 1981, *16* (7), 100 (ERIC ED 198 883).

This manual represents the results of a North Carolina Department of Community Colleges project to update the machinist curriculum using performance competencies as a basis for determining curriculum content and objectives. The manual provides information about how to conduct a task analysis and the results of the one conducted for this project.

9. Hudson, C. L. T-126 Agricultural-Science. T-107 Agricultural Science and Mechanization. A competency-based curriculum manual. *Resources in Education*, 1981, *16* (7), 100 (ERIC ED 198 882).

The manual outlines a suggested curriculum for two agricultural programs. The program objectives are stated, tasks performed in each occupation are identified, and each task is analyzed to determine competencies required before the task can be performed.

10. Hudson, C. L. Recreational grounds management technology: a competency-based curriculum manual. *Resources in Education*, 1981, *16* (7), 100 (ERIC ED 198 884).

The manual includes program objectives, identification tasks performed in recreational grounds technology occupations and an analysis of each task to identify competencies required before a task may be performed successfully. Nine grounds maintenance occupations are included.

11. Hudson, C. L. Horticulture technology: a competency-based curriculum manual. *Resources in Education*, 1981, *16* (7), 100 (ERIC ED 198 881).

A suggested curriculum designed to train individuals for career opportunities in horticulture is outlined here. A list of tasks and task analysis data related to 16 positions in the horticulture field are included.

12. Visiniski, A. E. Reading in bookkeeping: the use of job and curriculum task analysis. *Resources in Education*, 1981, *16* (7), 42 (ERIC ED 198 495).

A study was conducted to identify reading skills required by employers for entry-level bookkeepers, what reading skills were rated as important in the bookkeeping curriculum, and the relationship between the existing bookkeeping curriculum and employment requirements. A job reading task analysis was conducted as was a curriculum reading task analysis. Only 57% of the curriculum reading task analysis priorities were transferable to the job world.

13. Miller, R. B. *A Method for Determining Human Engineering Design Requirements for Training Equipment*. Dayton, OH: Wright Air Development Center, WADC TR 53-135, 1953.

14. Miller, R. B. *A Method of Man Machine Task Analysis*. Dayton, OH: Wright Air Development Center, WADC TO 53-17, 1953.

15. Miller, R. B. *Hand Book on Training and Training Equipment Design*. Dayton, OH: Wright Air Development Center. WADC TR 53-136, 1953.

16. Miller, R. B. *Suggestions for Short Cuts in Task Analysis Procedures*. Pittsburgh: American Institute of Research. AIR-A77-54-SR-42, 1954.

17. Miller, R. B. *Psychological Considerations in the Design of Training Equipment*. Dayton, OH: Wright Air Development Center. WADC TR 54-563, 1954.

18. Miller, R. B. *A Suggested Guide to Position Task Description*. Lowry Air Force Base, Colorado: Air Research and Development Command. ASPRL TM 56-6. 1956.

19. Miller, R. B. A suggested guide to position structure. Lowry Air Force Base, Colorado: Air Research and Development Command. ML TM 56-13, 1956.

20. Miller, R. B. A suggested guide to functional characteristics of training and training equipment. Lowry Air Force Base, Colorado. Air Research and Development Command. ML TM 56-14, 1956.

21. Miller, R. B. Task and part-task trainers and training. Wright Air Development Center. WADC TR 604-469, 1960.

22. Gagne, R. M. Task description and analysis in Psychological Principles in System Development. New York: Holt, Rinehart and Winston. 1962.

23. Glaser, R. Analysis and Specification of Behavior for Training in Training Research and Education. New York, 1962.

24. Miller, R. B. Task Taxonomy: Science or Technology. Conference on the human operator in complex systems. University of Aston: 1966.

25. Miller, R. B. A classification of learning tasks in conventional language. Dayton, OH: Wright Air Development Center AMRL-TDR-63-74, 1963.

26. Cotterman, T. E. Task classification: An approach to partially ordering information on human learning. Dayton, OH: Wright Air Development Center. WADC TN 58-374, 1959.

27. Folley, J. D. Development of an improved method of task analysis and beginnings of a theory of training. New York. U. S. Naval Training Device Center. NAVTRA DEVCEN 1218-1, 1964.

28. Folley, J. D. Guidelines for task analysis. New York: U. S. Naval Training Device Center. NAVTRADEVCEN 1218-2, 1964.

29. Galanter, E. Automatic teaching: The state of the art. New York: Wiley, 1959.

30. Folley, J. D. Human factors methods for system design. Pittsburgh: American Institute for Research, 1960.

31. Snyder, M. B. Use of task analysis in deriving training and training equipment requirements. Dayton, OH: Wright Air Developments Division. WADD-TR-60-593, 1960.

32. Demaree, R. C. Development of training equipment planning information. Lackland Air Force Base, Texas: Aeronautical Systems Division. ASD-TR-61-533, 1961.

33. Parker, J. F., and Downes, J. E. Selection of Training Media. Lackland Air Force Base, Texas: Aeronautical Systems Division. ASD-TR-61-473, 1961.

34. Stolurow, L. M. Teaching by machine. Washington: U. S. Government Printing Office, 1961.

35. Stolurow, L. M. A taxonomy of learning task characteristics. Dayton, OH: Wright Air Development Center, AMRL-TDR-64-2, 1964.

36. Willis, M. P. Deriving training device implications from learning theory principles. New York: U. S. Naval Training Device Center. NAVTRADEVCEN 784-1, 1961.

37. Melton, A. W. Categories in human learning. New York: Academic Press, 1964.

38. Glaser, R. Teaching machines and programmed learning II. Washington D.C.: National Education Association, 1965.

39. Gagne, R. M. The conditions of learning. New York: Holt, Rinehart, and Winston, 1965.

40. Gilbert, R. F. Mathetics: The technology of education. Journal of Mathetics, 1962, 1, 7-74.

41. Melton, A. W. Categories in human learning. New York: Academic Press, 1964.

42. Folley, J. D., and Chenzoff, A. P. Guidelines for training situation analysis, New York: U. S. Naval Training Device Center. NAVTRADEVCEN 1218-4, 1965.

43. Chapman, C. Pascual-Leone's Theory of constructive operators. Human Development, 1981, 24, 145-155.

This paper presents an overview of Pascual-Leone's theory of Constructive Operators. Chapman also deals with the objectivity of task analysis.

44. Shepherd, A. An improved tabular format for task analysis. Journal of Occupational Psychology, 1976, 49, 93-104.

The author presents a revised format of Annett's technique of heirarchical task analysis. The revision is illustrated using a complex planning task.

45. Annett, J., Duncan, K. D., Stammers, R. B., and Gray, M. J. Task Analysis. London: Department of Employment Training Information, Paper No. 6, HMSO, 1971.

46. Duncan, K. D. Strategies for analysis of the task. In J. Hartley (ed.) Strategies for Programmed Instruction: An Educational Technology. London: Butterworth, 1972.

47. Duncan, K. D. Analytical techniques in training design. In E. Edwards and F. P. Lees (eds.). The Human Operator in Process Control. London: Taylor and Francis, 1974.

48. Stephens, R. G., Bhaskar, R., and Dillard, J. F. The role of task analysis in understanding problem solving behavior. Instructional Science, 1981, 10, 23-45.

Task analysis, a thorough and systematic dissection and description of the cognitive components of any task is demonstrated as a useful technique for identifying relevant cognitive processes. After carefully describing the cognitive components using task analysis on may specify what parts of the description are relevant to the immediate behavioral objective.

49. Moyer, J. R., and Dardig, J. C. Practical task analysis for special educators. Teaching Exceptional Children, 1978, Fall, 16-18.

The article was designed for use as a practical guide for teachers of handicapped children who wish to make task analysis a functional part of their teaching repertoires. General guidelines for use of task analysis are presented as are six different methods of task analysis.

50. King, P. H., Lee, D. W., and Oliver, J. D. Development of a catalog of performance objectives for secretarial, stenographic, typing and related occupations. Delta Pi Epsilon Journal, 1978, 20 (1), 26-31.

The article describes a study, based upon the use of task analysis procedures, to develop career-relevant instruction for secretarial, stenographic, typing and related occupations.

51. Ewing, N., and Brecht, R. Diagnostic/Prescriptive instruction: A reconstruction of some issues. The Journal of Special Education, 1977, 11 (3), 323-327.

The authors review a basic philosophical controversy which exists regarding two fundamentally different models used in working with problem learners - task analysis and ability training.

52. Zemke, R. Task analysis: figuring out what people need to learn. Training HRD, 1977, December, 16-20.

This five-page document examines four kinds of analysis in which trainers must be proficient. They are: Needs, Outcome, Risk, and Competency Analysis.

53. Carey, R. Task analysis of the vocational rehabilitation job. Training and Development Journal, 1971, May, 38-41.

This article describes the application of task analysis to the job of Vocational Rehabilitation Counselor for the State of California.

54. Caskey, S. R. A task analysis approach to teaching. Journal of Physical Education, Recreation and Dance, 1982, January, 59-60.

The author presents a model which does not presuppose any particular instructional technique.

55. Zemke, R. Still trying to figure things out? Try using the Critical Incident Method. Training HRD, 1979, April, 69-73.

A task analysis tool, the Critical Incident Method, is described here.

56. Palmatier, R. A., Franzen, A. M., Marshman, K., and Price, A. Detailed task analysis and planning for insuring student learning of basic comprehension skills. Reading Improvement, 1977, 14 (4), 275-279.

Teaching a comprehension skill demands knowledge of prerequisite competencies and a detailed plan for moving students from basic concrete activities to application of newly learned tasks. Use of the technique results in clearer teacher understanding of student learning processes and develops increased sensitivity to the relationships between careful planning, successful instruction, and student ability to apply skills.

57. Siegel, L. A data-based scheme for evaluating faculty performance. Research in Higher Education, 1978, (8) 255-271.

A data-based faculty performance evaluation program. Specifically oriented toward such administrative actions as tenure, promotion, and salary adjustment is described. The program rests upon task analysis to clarify the nature of the desired evaluative content and peer review as the primary evaluative mechanism.

58. Herschbach, D. R. The relationship between job tasks and objectives. Journal of Industrial Teacher Education, 1979, 16 (2), 27-37.

The purpose of this paper is to briefly examine the relationship between job tasks and objectives. It starts by considering task analysis and the nature of the information it yields. Terminal and enabling objectives are discussed as are the instructional importance of tasks and performance conditions and standards.

59. Dever, R. B. Language assessment through specification of goals and objectives. Exceptional Children, 1978, October, 124-129.

The article discusses the process of hierarchical task analysis as it relates to the setting of instructional goals and objectives.

60. Foley, J. P. Instructional materials for improved job performance. Journal of Industrial Teacher Education, 1978, 15 (4), 30-44.

This paper deals with several types of instructional materials which have been developed as products of research and development efforts to improve the efficiency of performance of maintenance tasks.

61. Hughes, S. Another look at task analysis. Journal of Learning Disabilities, 1982, 15 (5), 273-275.

An overview of approaches to task analysis is presented together with suggestions for alternative approaches that teachers may consider.

62. Silber, L. D. Task analysis and profile construction in the remeadiation of L. D. students. Academic Therapy, 1982, 17 (3), 337-349.

The purposes of this paper are to: (1) present a task analysis approach in describing the tasks of specific evaluation instructions; (2) present a series of diagnostic profiles utilizing a common baseline which cuts across all areas of the evaluation; and, (3) utilize task analysis in the interpretation of a diagnostic profile.

63. Hickman, M. R., and Anderson, C. R. Evaluating instructional materials for learning disabled children. Journal of Learning Disabilities, 1979, 12 (5), 75-79.

The purpose of this paper is to describe an instructional material evaluation model based upon Mager's approach to task analysis and that may be applied to the selection of materials for learning disabled children.

64. Mager, R. F., P. TP. TA. GA. PA. analysis. In R. F. Mager & P. Pipe, Criterion - referenced instruction: analysis, design, and implementation. Los Altos Hills, CA.: Mager Associates, Inc., 1976.

65. McMurray, N. E., Bernard, M. E., Schilling, J. M., Klausmeier, H. J., and Vorwerk, K. Instructional design for accelerating children's concept learning. Journal of Educational Psychology, 1977, 69 (6), 660-667.

An instructional design based on task analysis procedures was used to develop written lessons to accelerate the attainment of subject matter concepts by third and fourth-grade students.

66. Siegler, R. S. Recent trends in the study of cognitive development: Variations on a task-analytic scheme. Human Development, 1980, 23, 278-285.

The purpose of this paper is to review recent advances in task analytic techniques for studying cognitive development.

67. Resnick, L. B. Task analysis in instructional design: Some cases from mathematics. In Klahr, Cognition and Instruction. New Jersey: Erlbaum, 1976.

68. Eschenbrenner, A. J. Devries, P. B., and Miller, J. T. Methods for collecting and analyzing task analysis data. McDonnell Douglas Astronautics Company and Hendrick W. Puck Air Force Human Resources Laboratory. U. S. AFHRL final report, 1980, No. TR-79-45(1).

This publication deals with a simplified task analysis procedure and documentation system.

69. Deden - Parker, A. Needs assessment in depth: professional training at Wells Fargo Bank. Journal of Instructional Development, 1980, 4 (1), 3-9.

A program was developed to identify and assess the learning skills and knowledge that loan officers require for successful job performance.

70. Reigeluth, C. M. In search of a better way to organize instruction: The elaboration theory. Journal of Instructional Development, 1979, 2 (3), 8-15

The elaboration theory of instruction is an alternative to the standard way of organizing instruction based on a hierarchical task analysis.

71. Gosenpud, J. A learning task classification scheme. Journal of Experimental Education, 1978, 47 (1), 67-75.

The paper presents a scheme for classifying learning tasks and a scale built from the classification scheme and data obtained from utilizing the scale.

72. Frederickson, E. Task analysis of secretaries in the Washington, D. C., area. Delta Pi Epsilon Journal, 1978, 20 (1), 26-31.

The paper deals with the analysis of tasks by experienced or supervisory secretaries.

73. Hickman, M. R., and Anderson, C. R. Evaluating instructional materials for learning disabled children. Journal of Learning Disabilities, 1979, 12 (5), 355-359.

The author's purpose was to describe an instructional material evaluation model based on Mager's approach to task analysis and that may be applied to the selection of materials for learning disabled children.

74. Cronin, K. A., and Cuvo, A. J. Teaching mending skills to mentally retarded adolescents. Journal of Applied Behavior Analysis, 1979, 12, (3), 401-406.

This writing describes a model for analyzing community living skills and teaching them to mentally retarded adolescents. A task analysis of three mending skills is also included.

75. Brown, A. L. Campione, J. C., and Day, J. D. Learning to learn: on training students to learn from texts. Educational Researcher, 1981, February, 14-21.

The theme of the paper is how we can devise instructional routines to help students learn to learn.

76. Sackett, P. R., Cornelius, E. R., and Carron, T. J. A comparison of global judgment vs task oriented approaches to job classification. Personnel Psychology, 1981, 34, 791-804.

The purpose of this study was to determine the extent to which direct judgments of similarity by supervisors and incumbents could provide the same job classification results as a more elaborate job analysis procedure involving measures of task overlap among jobs.

77. DeVries, P. B., and Eschenbrenner, A. J. Task analysis handbook. McDonnell Douglas Astronautics Company, and Hendrick W. Puck Air Force Human Resources Laboratory. U. S. AFHRL Final Report, 1980 (July), No. TR-79-45 (II).

The handbook provides a validated set of procedures and guidelines for analyzing tasks into subtasks and supporting skills and knowledge. The handbook was designed for use in technical training by subject matter experts.

78. Siegel, A. J., et al. Perceptual/Psychomotor requirements basic to performance in 35 air force specialties. Final Report. Resources in Education, 1981, 16 (6), 14 (ERIC ED. 197122).

This document deals with the identification of perceptual/psychomotor ability requirements for performing the tasks of various air force career fields.

79. Wesson, C. E. Task analyses inventories. Series II. Resources in Education, 1981, 16 (6), 3 (ERIC ED 197057).

This task analysis inventory contains checklists of work performed in twenty-two occupations. The publication may be used in the development of curricula for vocational or apprenticeship training. Occupations covered in the inventory include aircraft and aerospace manufacturing; building and construction trades; chemical processing; economics and political science work; electrical equipment, apparatus and devices manufacturing; food processing; history, sociology, and anthropology work; instruments and apparatus manufacturing; knitting mill work; library work; logging; paper and paperboard converting; petroleum refining; sawmill and planning mill work; ship and boat building and repairing; textile mill work; veneer and plywood mill work; woodworking.

80. Davis, R. H. Sociotechnical theory: Managing boundaries to enhance student learning. Resources in Education, 1981, 16 (5), 76 (ERIC ED 196 117).

The author addresses the two major tasks of instructors, what is to be learned and the conditions under which learning shall be demonstrated.

81. Sherman, T. M., and Wildman, T. M. Linking task analysis with student learning. Resources in Education, 1961, 16 (4), 85 (ERIC ED 195 229).

The authors discuss a shift in emphasis placed on task analysis from behavioral outcomes to the analysis of cognitive processes which occur between behaviors.

82. Gill, R. W. What is the content in "Content Validity." Resources in Education, 1981, 16 (4), 26 (ERIC ED 194 829).

This article deals with the relationship between content validity and behavioral aspects of performance.

83. Davenport, R., et al. Business machine repairer. A catalog of tasks, performance objectives, performance guides, tools, and equipment. Resources in Education, 1981, 16 (4), 21 (ERIC ED 194 798).

This catalog provides performance objectives and performance guides (teaching steps) associated with current occupational information relating to the job content of business machine repair.

84. Davis, R. H., and Alexander, L. T. Task description and task analysis: Guides for the improvement of instruction in higher education - No. 2. Resources in Education 1981, 16 (3), 174 (ERIC ED 194 550).

The authors discuss the meaning of task descriptions and analyses, how to write task descriptions, and the relationship to instructional objectives.

85. Dung, E., and Wakui, L. S. Aquacultural occupational task analysis. Resources in Education, 1981, 16 (3), 114.

a study was conducted to assess the vocational skills required of workers in the aquaculture industry and to determine if these skills should be reflected in the community college curriculum.

86. Marliave, R., and Filby, N. A simple procedure for analyzing task appropriateness, with the applications in remedial reading instruction. Resources in Education, 1981, 16 (1), (ERIC ED 191 860).

A simple procedure is described for the analysis of error rates occurring during remedial reading instruction which may be used as an indicator of the appropriateness of the task.

87. Morris, J. L., et al. REACH, teachers guide, volume III, task analysis. Resources in Education, 1981, 16 (1), 17 (ERIC ED 190 844).

This is the task analysis used in the development of a refrigerator electromechanical, air conditioning and heating curriculum.

88. Vernon, R. J., et al. Development and validation of career development by task/activity analysis of occupational safety and health professions: industrial hygiene and safety professional. Resources in Education, 1981, 16 (1), 13 (ERIC ED 190 807).

This report summarizes research findings which resulted in development of curricula for occupational safety and health professions based on task/activity analysis and related performance objectives.

89. Johnson, M. S., and Kress, R. A. Task analysis for criterion-referenced tests. The Reading Teacher, 1971, 24 (4) 355-359.

The authors discuss the relationship between task analysis and criterion referenced test items.

90. Cunningham, D. J. Task analysis and part versus whole learning methods. AV Communication Review, 1971, 19 (4), 365-398.

Cunningham points out that a terminal objective and its component enabling objectives may be viewed as a special case of whole and part learning. In this context, he analyzes the literature and provides usable insights into problems of task analysis and instructional development.

91. Frank, A. R. Breaking down learning tasks: A sequence approach. Teaching Exceptional Children, 1973, Fall, 16-18.

One of the simplest ways to sharpen classroom performance is to break down learning tasks into small sequential steps.

92. Davies, I. K. Task analysis some process and content concerns. AV Communications Review, 1973, 21 (1) 73-86.

The author describes task analysis as it has become and as it should be if its use is to facilitate the maximum amount of learning.

93. Annett, J., and Duncan, K. D. Task analysis: A critique. In J. Barnes and N. Robinson, New Media and Methods in Industrial Training. London: British Broadcasting Corp., 1968.

94. Shriver, E. L., Fink, C. D., and Trexler, R. C. A procedural guide for technical implementation of the FORECAST methods of task and skills analysis. Alexandria, VA: Human Resources Research Office, 1961.

95. Merrill, M. D. Content and instructional analysis for cognitive transfer tasks. AV Communications Review, 1973, 21 (1), 109-125.

The task analysis procedures described in this paper are based on the following assumptions: (1) Content and instructional strategy are independent phenomena; (2) Most courses at the secondary and higher education levels involve both concepts and operations; (3) Concepts and operations can be represented as instances and generalities; (4) Most courses involve discriminated recall, classification, rule finding, and rule use; (5) Instructional strategies should revolve around rule using or rule finding tasks based on master models derived from needs and goals.

96. Morris, J. M. Job and task analysis: Entry level worker in food service. Illinois Teacher for Contemporary Roles, 1969, Sept.- Oct., 163-198.

This document includes a complete curriculum package including a task analysis.

97. Hess, H., Ruggles, S. D., and Shafer, R. C. A polymer curriculum through operational clusters. Man/Society/Technology, 1975, March, 185-187.

The authors consider curriculum design in light of four questions: (1) What are you going to teach; (2) How can you determine what you select to teach is relevant; (3) How are the selected concepts to be taught; (4) How can it be determined whether students can do what they are supposed to be able to do at the end of the curriculum.

98. Wilson, R. M. Comprehension diagnosis via task analysis. *Reading World*, 1975, *March*, 178-179.

99. Hand, B. Task analysis in developing performance objectives. *Business Education Forum*, 1976, *May*, 12-13.

The author discusses the way the results of the task analysis is used to develop behavioral objectives.

100. Junkala, J. Task analysis and instructional objectives. *Academic Therapy*, 1972, *8* (1), 33-40.

Task analysis is a major element in the individualization of instruction. An ability to analyze tasks allows teachers to determine student readiness, teach groups of students with varying skills and develop alternatives when instruction fails.

101. Lee, D. W. Using task analysis to develop performance goals. *Business Education Forum*, 1976, *January*, 15-16.

The author discusses the development of performance objectives based on task analysis.

102. Brodt, D. E. Task analysis for the development of audiovisual programmed instruction modules. *Audiovisual Instruction*, 1973, *November*, 9-12.

The task analysis scheme presented in this article was developed for use in a project whose goal was to create programmed instructional units for Navy hospital corpsmen. A detailed process chart is included.

103. Pearson, B. D. Professional process task analysis: Use of theory. *Journal of Continuing Education in Nursing*, 1975, *6* (3), 24-29.

The analysis contained in this paper is intended to provide a direct link between theory and professional practice related to nursing and continuing education for nurses.

104. Siegel, E., and Siegel, R. Ten guidelines for writing instructional sequences. *Journal of Learning Disabilities*, 1975, *8* (4), 203-209.

This paper presents ten guidelines for the use and application of task analysis based upon pooled experiences and ideas of the authors and education majors in various colleges.

105. Siegel, E. Task analysis and effective teaching. *Journal of Learning Disabilities*, 1972, *5* (10), 519-531.

Educator-practioners realize that the keystone to effective teaching is the ability to select relevant, well-defined, discrete aims and translate them into sequential components. Some examples of task analysis are presented and criteria for designing other sequences are outlined.

106. Fleishman, E. A. Toward a taxomony of human performance. American Phychologist, 1975, December, 1127-1149.

This article discusses briefly some general problems in the development of taxonomic systems applicable to descriptions of human performance and tasks.

107. Towle, M., and Ginsberg, A. An educator's mystery: Where do performance problems come from? Journal of Learning Disabilities, 1975, 8 (8), 486-489.

A process for performance analysis is presented; it is intended to help teachers identify the causes of student performance problems.

108. Dunlap, W. P., and House, A. D. Why can't Johnny Compute? Journal of Learning Disabilities, 1976, 9 (4), 210-214.

For the purpose of developing a diagnostic and prescriptive mathematics program, task analysis was used to develop a hierarchy of skills which identifies a terminal task and prerequisite skills.

109. Lyon, R. L., and Christiansen, J. E. A task analysis approach to developing data processing curricula. Journal of Educational Data Processing, 1976, 13, (1), 2-12.

The purpose of this study was to determine the essential skills needed by entry level computer programmers, operators and keypunch operators.

110. McCormack, J. E. Using a task analysis format to develop instructional sequences. Education and Training of the Mentally Retarded, 1976, December, 318-323.

This article was written to assist teachers in stating their instructional procedures by introducing them to a standardized recording format.

111. Smead, V. S. Ability training and task analysis in diagnostic/prescriptive teaching. Journal of Special Education, 1977, 11, (1), 113-125.

The author argues that neither ability training or task analysis adequately covers all the elements involved in diagnostic/prescriptive teaching. Both models in combination, are required.

112. Thygerson, A. L. Task analysis: Determining what should be taught. Health Education, 1977, March/April, 8-9.

The author applies the process of task analysis to health education.

113. Heiss, W. Relating educational assessment to instructional planning. Focus on Exceptional Children, 1977, 9 (1), 2-11.

This paper offers techniques for qualitatively assessing learning behavior as it relates to classroom performance.

114. Sherrill, J. L. Curricula, criteria, construction and training quality control. Audiovisual Instruction, 1970, January, 42-45, 84-89.

The article deals with curriculum development procedures used by the Army. They include: Sequential job identification; Task inventory construction; Job data collection; Skill and task analysis; Criterion test design; Design of instructional materials, and; The application of training quality control.

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Modern tool technology demands that students be prepared to use an analytical approach to identifying and studying common characteristics of machine tools and machine operations. Such an approach is presented here.

116. Henrich, R. R., and Goldsmith, K. L. Instructional material based on task analysis. American Vocational Journal, 1971, 46 (1), 56-59.

The authors discuss the development of instructional materials, for allied health professions, based upon the results of task analyses.

117. Byers, E. E. Writing performance objectives: The test of professional integrity. Business Education World, 1970, 51 (5), 18-19.

The author discusses the writing of performance objectives, for a curriculum, based upon the results of a task analysis.

118. Finder, M. Teaching to comprehend, Journal of Reading, 1970, May, 13 (8), 581-586, 633-637.

The author presents ten tasks or skills related to comprehension which should result from teaching.

119. Walker, K. G., Everett, R. N., and Ward, P.A. Guidelines for writing job profiles. The Balance Sheet, 1976, March, 261-263, 285.

The job profiles presented here were prepared for technical schools.

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121. Soskis, M. S., and Keeton, M. L. How to stay in the classroom and keep up with job changes. American Vocational Journal, 1975, September, 42-43.

The authors discuss the use of task analysis by vocational educators as a method of staying in the classroom while keeping up with their fields.

122. Herschbach, D. R. Selection of differentiation and instructional tasks. Journal of Industrial Teacher Education, 1977, 14 (3), 7-17.

The purpose of this paper is to focus on the following questions: (1) how can one identify subject matter that warrants formal instruction; (2) on what basis is the relative instructional importance of the subject matter components determined.

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The author discusses training in the light of performance.

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Task analysis has been and remains a respected part of the instructional programming process. Two reasons seem to make it more likely that people will respect, but not use, the process. The first is that the ability to make a non-empirical field estimate of initial and terminal behaviors is thought to be highly developed. The second involves the high cost of field data gathering techniques.

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This is a workbook for developing individualized instruction which takes the user, step-by-step, through the task analysis process.

301. Mager, R. F., and Beach, K. M. *Developing Vocational Education*. Belmont, CA: Fearon Publishers, 1967.

The authors cover the entire curriculum development process beginning with task analysis. The task analysis process is discussed in elaborate detail.

302. Chief of Naval Personnel *Interservice Procedures for Instructional Systems Development* (Phase I: Analyze). Washington, D. C.: Bureau of Naval Personnel, 1975.

This text is section I of a five part sequence developed by the Department of Defense in an attempt to standardize instructional development procedures across the military services. The material dealing with task analysis is extremely well done in fine detail.

303. Christal, R. E. The United States Air Force Occupational Research Project. In The State of the Art in Occupational Research and Development. Symposium presented at the USN Personnel Research and Development Center, San Diego, CA, July 10-12, 1973.

The job inventory method of collecting work-task information from large numbers of workers, used by the Air Force, is described.

304. Department of the Air Force Instructional System Development (AFM 50-2). Washington, DC: Headquarters, United States Air Force, Air Training Command, December, 1970.

This manual is used as a guide in applying the Air Force systems approach to the development of education and training programs.

305. Department of the Air Force. Handbook for Designers of Instructional Systems: Task Analysis (Vol. II, AFP 50-58). Washington, D.C.: Headquarters, United States Air Force, July, 1973.

The handbook is part of a five volume collection of Air Force instructional design publications. This volume describes in detail how to break down a job into its subcomponents. The volume also provides detailed procedures used in identifying and establishing job performance requirements and, subsequently, training requirements.

306. Department of the Army Systems Engineering of Training (Course design) (TRADOC Reg. 350-100-1). Ft. Monroe, VA: Headquarters, United States Continental Army Commany, May, 1968.

Here, the Army presents an orderly sequence of: Identifying and analyzing job performance requirements; preparation and conduct of training; evaluation and improvement of training program effectiveness.

307. Morsh, J. E., and Archer, W. B. Procedural Guide for Conducting Occupational Surveys in the United States Air Force (PRL-TR-67-10. Lackland Air Force Base, TX: Personnel Research Laboratory, Aerospace Medical Division, Air Force Systems Command, September, 1967.

This guide sets forth procedures for collecting, organizing, analyzing and reporting information which describes work performed by Air Force personnel. Procedures are presented in chronological order.

308. Tracey, W. R. Designing Training and Development Systems. New York: American Management Association, 1971.

Tracey's system emphasizes the importance of building a training program of job-relevant data.

309. Tracy, W. R., Flynn, E. B., and Legere, C. L. J. The Development of Instructional Systems: Procedural Manual. Fort Devens, MA: United States Security Agency, 1970.

The authors provide detailed procedures for use in achieving training objectives which are based on job data.

310. Department of the Navy Design of Courses of Instruction (MCO P 1510.23A). Washington, D.C.: Headquarters, United States Marine Corps, November 1972.

Guidelines used to assist in the determination of the tasks to be included in formal training are discussed. Behaviors individuals must manifest in a field environment are emphasized.

311. McCluskey, M. R., Jacobs, T. D., and Cleary, F. K. Systems Engineering of Training for Eight Combat Arms MOS (Hum RRO draft technical report). Alexandria, VA: Human Resources Organization, June, 1973.

The authors develop task inventories and job task data for 93 duty positions in eight combat MOS's using systems engineering.

312. Department of the Army. Systems Engineering of Training (TRADOC Reg. 350-100-1). Ft. Monroe, VA: Headquarters, Training and Doctrine Command, April 1972.

This manual suggests the use of evaluation criteria to insure the successful accomplishment of training objectives. The criteria include action, conditions and standards.

313. Gropper, G. L. A Technology for Developing Instructional Materials: Plan Simulation Based on Instructional and Logistical Needs. Pittsburgh, PA: American Institutes for Research, 1971.

This multi-volume set provides instructions on the use of a programmed, self-instructional, transportable training program in instructional technology.

314. Marine Corps Development and Education Command. Analysis of Performance Requirements (IAC 0202). Quantico, VA: Instructor Training School, Educational Center.

This publication provides a brief systematic description of job analysis procedures. It provides techniques for subdividing jobs into duties and tasks for the development of performance measures.

315. Taylor, J. E., Michaels, E. R., and Brennan, M. F. The Concepts of Performance-Oriented Instruction used in Developing the Experimental Volunteer Army Training Program (Technical Report 72-7). Alexandria, VA: Human Resources Research Organization, March, 1972.

316. Department of the Air Force On-The-Job Training (AFM 50-23). Washington, D.C.: Headquarters, United States Air Force, July, 1973.

This manual describes procedures for planning, conducting, administering, and supervising on-the-job training programs intended to train technical personnel in the minimum amount of time.

317. Department of the Army Trainer Development Program (TRADEP) Progress Report. Fort Benning, GA: United States Army Infantry School, January 1975.

This is an instructor training course. It covers needs assessment through course evaluation and quality control.

318. Deterline Associates. Developing Instructor-free Instruction. (Task VI.B Report, Contract No. M61339-73-C-0150). Palo Alto, CA: Deterline Associates, 1975.

The manual deals with the development and writing of correspondence courses.

319. Gay, R. M. Estimating the Cost of On-The-Job Training in Military Occupations: A methodology and pilot study (R-1351-ARPA). Santa Monica, CA: The Rand Corporation, April 1974.

The report provides a method of estimating training costs.

320. Haverland, E. Transfer and Use of Training Technology: A Method for Matching Training Approaches with Training Settings. (Interim Report). Alexandria, VA: Human Resources Research Organization, October, 1974.

The model was designed to evaluate training approaches in specific settings.

321. Joyce, R. P., Chenzoff, A. P., Mulligan, J. L., and Mallory, W. J. Fully Proceduralized Job Performance Aids: Handbook for JPA Developers. Brooks Air Force Base, TX: Air Force Systems Command, Human Resources Laboratory, December, 1973.

Instructions for performing a behavioral task analysis and validation and verification of job performance aids are discussed.

322. Stephenson, R. W., and Burkett, J. R. An Action Oriented Review of the On-The-Job Training Literature. (AFHRL-TR-74-66). Brooks Air Force Base, TX: Air Force Human Resources Laboratory, December, 1974.

This is a review of civilian and military literature dealing with on-the-job training.

323. Williams, T. M. et al. Task validation of 16 general merchandising: Department store occupations. Resources in Education, 1980, 15 (12), 2 (ERIC ED 189 272).

This document describes a study conducted to identify occupationally relevant tasks and to test new standards of task analysis. Three types of task data are provided: (1) extent that a task is part of a job; (2) desired task occurrence; (3) learning location.

324. Williams, T. M. et al. Systematic procedures for IDECC curriculum development. Resources in Education, 1980, 15 (12), 2 (ERIC ED 189 271).

Methods used in responsibilities for the curriculum development process are discussed here. Steps used in task surveys, processive task analysis data and other task analysis oriented subjects are also discussed.

325. Smalley, S. Local implementation of performance-based curriculum. Final report. Resources in Education, 1980, 15 (2), 6 (ERIC ED 189 295).

This is a vocationally oriented, post secondary curriculum project dealing with a performance based program for medical assistants, child care assistants, clerk-typists, and machinist apprentices. Task analysis and sub-task data are provided.

326. Washtenaw Community College Competency based education inservice for part-time community college occupational education teachers. Performance objectives: Module #2. Resources in Education, 1980, 15 25 (ERIC ED 189 410).

This is a self-instructional, self-paced module designed to help teachers identify, write and modify performance objectives. The contents include introductory material, performance and enabling objectives, prerequisite skills, exit tests and so on.

327. Feldman, D., and Elliott, T. A. A data based multidimensional oral hygiene curriculum for the severely and profoundly handicapped. Resources in Education, 1980, 15 (10), 75 (ERIC ED 187 056).

Task analyses and suggestions for individualizing instruction are included in this paper.

328. Van Soest, E. et al. Independent living evaluation-training program. Reprint series No. 16. Resources in Education, 1980, 15 (10), 30 (ERIC ED 186 744).

This manual is intended for use as a guide for general program direction and as an individual evaluation and training tool. Materials contained in the guide are arranged in categories and skills are listed on task analysis sheets according to their developmental sequence or from least to most difficult to attain.

329. Kent, R. Development of learning modules for machine shop occupations. Final Report. Resources in Education, 1980, 15 (10), 29 (ERIC ED 186 735).

The author deals with a program that produced sixty-eight individualized machine shop skill tasks modules for machine shop courses.

330. Ashley, W. L., and Ammerman, H. L. Identifying transferable skills: A task classification approach. Resources in Education, 1980, 15 (10)14(ERIC ED 186 651).

The feasibility of classifying occupational tasks as a basis for understanding better the occupational transferability of job skills was examined.

331. Abramson, T. Job and task analysis in the evaluation of vocational education programs. Special interest paper No. 19. Resources in Education, 1980, 15 (9), 4 (ERIC ED 185 250).

The author describes the process indicated in the title.

332. Krone, L. J. et al. Curriculum guideline for environmental health. Resources in Education, 1980, 15 (8), 41 (ERIC ED 183 957).

This guide is intended to be used as a reference tool to aid institutions in revising their curriculum. The guide presents information dealing with: (1) defining performances; (2) defining knowledge, skill, and attributive competencies; (3) defining objectives; (4) learning opportunities; (5) curriculum sequence; (6) teacher strategies; (7) student appraisals.

333. Roth, M. R., and Hermus, G. P. Developmental plan handbook for community skills training (TACL, training adults for community living). Resources in Education, 1980, 15 (7), 68 (ERIC ED 182 874).

Based on behavior principles, the handbook was designed both as an assessment tool and curriculum guide. Task analysis information is included.

334. OIC Service School Command Experimental Modification of Class C Welding School Curricula: Task Inventory and Training Materials. Source, Defense Document Center.

Document describes curriculum modification based upon task analysis to reduce trainee failure in courses.

335. Parks, R. B. Job Analysis Techniques for Restructuring Health Manpower Education and Training in the Navy Medical Department. McLean, VA: Technomics, Incorporated, March 1972 (NTIS No. AD-745261).

The objective was to determine what USM health personnel do in their jobs and, based upon the findings, inprove training and education.

336. Hall, P. E., Lewis, R., Roth, D., and Paramore, B. Recommendations for Qualifications of Engineering Personnel of Nuclear Powered Ships (NTIS No. AD-A029165), 1976.

The report summarizes recommendations, based upon task analysis, concerning training and other qualification requirements appropriate for people who, in the future, will serve on commercial nuclear ships.

337. Marino, P. A. Qualification Standards for Hazardous or Noxious Chemicals in Bulk, Volume I (NTIS Number AD-A034058/8ST), 1976.

The document includes an analysis of personnel tasks on vessel systems transporting bulk hazardous and noxious chemicals. The publication includes an educational curriculum guideline developed from the task analysis and intended for use by people interested in designing training programs for marine handling personnel.

338. Irmer, L. D., et al. Physical education opportunity program for exceptional learners (PEOPEL): A teachers guide for secondary schools. Second edition. Resources in Education, 1982, 17 (8), 82 (ERIC ED 214 316).

This is an instructional guide for a 36-unit program designed for handicapped junior and senior high school students. Units were developed around task analyzed behavioral objectives.

339. Irmer, L. D., et al. Physical education opportunity program for exceptional learners (PEOPEL): An administrative guide for secondary schools. Third edition. Resources in Education, 1982, 17 (8), 82 (ERIC ED 214 317).

This guide is intended for use with the guide cited in entry No. 338.

340. Burrell, L. P., and Talarico, R. L. Project employability: Administrative handbook. Resources in Education, 1982, 17 (9), 75, (ERIC ED 215 521).

The handbook is intended for use with retarded, but trainable, high school students. Community job task analyses were conducted. Task analyses data are appended.

341. Burrell, L. P., and Talarico, R. L. Project employability: Community Job Task Analysis. Resources in Education, 1982, 17 (9), 75-76 (ERIC ED 215 522).

The handbook provides task description and detailing for 55 community jobs to be incorporated in curriculum and teaching strategies for trainable, mentally retarded, high school students.

342. Appleby, J. A. Conducting task analyses and developing instructional objectives. Vocational education curriculum specialist, module 8. Resources in Education, 1982, 17 (9), 11 (ERIC ED 215 124).

The module is intended for pre- and in-service vocational education curriculum specialists. This is a how-to-do-it publication.

343. Eschenbrenner, A. J. et al. Methods for collecting and analyzing task analysis data. Resources in Education, 1980, 15 (3), 192 (ERIC ED 178 604).

The authors recommend use of a simplified task analysis procedure.

344. Abt, P. J. et al. Occupational analysis of Colorado homemakers utilizing the DACUM approach. Publication Number OA10. Resources in Education, 15 (3), 3 (ERIC ED 177 288).

The task analyses were conducted during several 2-day design a curriculum work shops. The publication deals with tasks associated with operation of the home.

345. Coldeway, D. O., and Rasmussen, R. V. Conducting task analysis: The effects of interpersonal dynamics. First draft. Resources in Education, 1980, 15 (3), 50 (ERIC ED 177 622).

The authors explore the interview method of task analysis and attempt to identify interpersonal variables that affect its' efficacy.

346. Miller, G. C. Proud opinion project. Final report. Resources in Education, 1980, 15 (3), 11 (ERIC ED 177 337).

The project objective was to vocationally prepare handicapped trainable individuals through a training program developed around the results of a task analysis.

347. Steimel, L. C. Development of a system to assess curriculum needs in the occupational cluster of agriculture. Final report. Resources in Education, 1980, 15 (5), 6 (ERIC ED 179 712).

The authors focused on horticulture and production agriculture and tried to document tasks and relate them to particular job titles. A job road map upon hich curriculum development decisions can be made was discussed.

348. Montgomery, W. R. Determining student information need based upon required work activities. Resources in Education, 1982, 17 (7), 111 (ERIC ED 213 410).

A training program developed around the results of a task analysis.

347. Haigh, N. Research on teacher thinking. Resources in Education, 1982, 17 (7), 150 (ERIC ED 213 657).

The author looked for a relationship between teacher thinking and conduct.

348. Hudson, W. E. Inventory and analysis of professional tasks engaged in by teachers of vocational agriculture in the secondary schools of New Mexico. A summary report of research. Resources in Education, 1980, 15 (5), 3 (ERIC ED 179 694).

What high school teachers did was surveyed by having them complete and return task inventory sheets.

349. Schulz, R. E. Supplemental Guide: Sources of information for on-line implementation for I.S.D. 1.5 select instructional setting. Final Report. Resources in Education, 1982, 17 (10), 97 (ERIC ED 216 686).

This document provides information for the user of the on-line version of the Job Aid for Selecting The Instructional Setting, one of thirteen job aids available for use with the Instructional Systems Development (I.S.D.) model. The document provides guidance in determining:

(1) whether there is a considerable amount of theory to be taught with the task under consideration;

(2) whether the task must be performed immediately on entry to the job;

(3) whether the task is a prerequisite to learning and/or performing other tasks;

(4) whether the task can be performed with very little supervision;

(5) how to conduct field surveys;

(6) how to organize panels of experts.

350. Lindsey, M. et al. Task analysis. A process manual for the developing of new and/or modification of instructional curricula. Resources in Education, 1982, 17 (7), 24 (ERIC ED 212 885).

This manual presents a task analysis process designed to provide users with a method to systematically analyze occupations in terms of tasks and procedural techniques for organizing them and related knowledge into vocational education curricula. The process is intended for use at the secondary and postsecondary levels. Appendicies include information about course outlines and lesson plan development.

351. Schulz, R. E., and Farrell, J. R. Job aid manuals for Phase I - ANALYZE of the instructional systems development model. Resources in Education, 1981, 16 (13), 113 (ERIC ED 205 202).

This manual includes the first phase of the ISD (see 351 above) model of curriculum development. The activities covered are: (1) selection of tasks for training; (2) conducting task analysis; (3) analysis of existing courses; (4) selection of instructional settings.

352. Schultz, R. E., and Farrell, J. R. Job aids: Descriptive authoring flow-charts for Phase I - ANALYZE of the instructional systems development model. Resources in Education, 1981, 16 (11), 138 (ERIC ED 203 864).

This is a resource guide for the use of job aids for activities identified in the first phase of the ISD model of curriculum development (see 351 and 353 above).

353. Schulz, R. E., and Farrell, J. R. Job aids: Descriptive authoring flow-charts for Phase II - DESIGN of the instructional systems development model. Resources in Education, 1981, 16 (11), 138 (ERIC ED 203 865).

This is a resource guide for the use of job aids for activities identified in the second phase of the ISD model (see 351, 353, and 354 above).

354. Schulz, R. E., and Farrell, J. R. Job aid manuals for Phase II - DESIGN of the instructional systems development model. Resources in Education, 1981, 16 (11), 138 (ERIC ED 203 866).

Designed to supplement the descriptive authoring flow-charts presented in a companion volume, this manual includes specific guidance, examples and other information referred to in the flow-charts for the implementation of the second phase of the ISD model. The design phases are: (1) develop objectives; (2) develop tests; (3) Descriptions of entry behavior; (4) determination of sequence and structure (see 351, 353, 354, and 355 above).

355. Schulz, R. E., and Farrell, J. R. Job aids: Descriptive authoring flow-charts for Phase III - DEVELOP of the instructional systems development model. Resources in Education, 1981, 16 (11), 138-139. (ERIC ED 203 867).

This is a job aids guide for activities identified in the DEVELOP phase of the ISD model (see 351, 353, 354, 355, 356 above).

356. Schulz, R. E., and Farrell, J. R. Job aid manuals for Phase III - DEVELOP of the instructional systems development model. Resources in Education, 1981, 16 (11), 139 (ERIC ED 203 868).

Designed to supplement the descriptive authoring flow-charts presented in a companion volume, this volume provides specific information regarding implementation of the third phase of the ISD model. This phase includes: (1) specification of learning events/activities; (2) specification of instructional management plan and delivery system; (4) development of instruction; (5) validation of instruction (see 351, 353, 354, 355, 356, and 357 above).

357. Goswami, D., and Odell, L. Naturalistic studies of non-academic writing. Resources in Education, 1980, 15 (11), 66-67 (ERIC ED 188 247).

This paper describes a literacy research project involving writing samples and observations of workers in a state social service agency, a large labor union and several scientific laboratories. The goal of the study is to understand literacy practices outside schools and test current assumptions from current discourse theory.

358. Tworek, R. K., and Campbell, L. A task analysis on the education and utilization of medical transcriptions in Illinois community college district #505. Resources in Education, 1980, 15 (5) 131 (ERIC ED 180 553).

This was a study conducted to evaluate the relationship between the preparation of medical transcriptionists and their job requirements. The study showed graduates needed more training in grammar, medical technology, use of reference materials and interpretation of foreign or poor diction.

359. Kuehl, R. A taxonomy of critical tasks for evaluating student teaching. Resources in Education, 1980, 15 (4), 127 (ERIC ED 179 544).

The study was intended to gather information to be used in improving evaluation of student teaching performance. It focused on general categories of critical tasks performed by student teachers.

360. Kuehl, R. A taxonomy of critical tasks for supervising teachers (a research study). Resources in Education, 1980, 15 (4) 123 (ERIC ED 179 507).

This document deals with educational competencies of supervising teachers and the critical tasks they perform. (see 361 above)

361. Green, P. C., and Orsak, C. G. A study to determine the need for development of a vocational education program in solar energy technology. Resources in Education, 1980, 15 (6), 25-26 (ERIC ED 181 312).

This deals with an assessment of the need for such a program. A task analysis was included in the process.

362. Neches, R. Promoting self-discovery of improvement strategies. Resources in Education, 1980, 15 (1), 103 (ERIC ED 175 440).

This paper describes an approach to task analysis which seeks to identify potential sources of difficulty in the self-discovery of improvement procedures by students who have been taught simpler procedures.

363. Mantei, M. M. Modeling user behavior in computer learning tasks. Resources in Education, 1980, 15 (1), 103 (ERIC ED 175 436).

Model building techniques from artificial intelligence and information-processing psychology are applied to human-computer interface tasks to evaluate existing interfaces suggest new and better ones.

364. Ledoux, C. E. A project to develop performance based instruction through task analysis and in-service programs. Final report. Resources in Education, 1980, 15 (1), 36 (ERIC ED 174 830).

The primary purpose of this project was to develop catalogs of performance objectives and performance guides based upon validated tasks performed by incumbent workers. Catalogs were developed for banking clerks, diesel mechanics, general house workers, meat cutters and retail credit managers. The catalogs were developed using the Vocational-Technical Education Consortium of States (V-TECS) uniform model.

365. Duke, C. R. Diagnosis in writing. Resources in Education, 1980, 15 (2), 52 (ERIC ED 176 336).

The paper includes 27 lines of writing protocol and a chart showing approaches to error analysis.

366. Walls, R. T. et al. How good are trainers' personal methods compared to two structured training strategies. Resources in Education, 1980, 15 (2), 32-33 (ERIC ED 176 201).

Results indicated that the effectiveness of training procedures was due to both the timing of prompts and type of task sequencing.

367. California Occupational Information Coordinating Committee task analysis. A process manual for the development of new and/or modification of instructional curricula. Resources in Education, 1979, 14 (12), 16 (ERIC ED 173 615).

The manual presents a suggested methodology for secondary and post-secondary vocational education schools which can be used in designing new courses and in maintaining or modifying programs or courses which already exist.

368. Winn, B. Field testing instructional materials. Resources in Education, 1979, 14 (11), 138 (ERIC ED 172 804).

The author examines simple procedures for field testing educational materials. Procedures for specifying tasks are included.

369. Reigeluth, C. M. In search of a better way to organize instruction. The elaboration theory. Resources in Education, 1979, 14 (11), 135-136 (ERIC ED 172 788).

The elaboration theory is an alternative to organizing instruction in terms of a hierarchical task analysis. The theory calls for beginning instruction with a special kind of overview that epitomizes the instructional content rather than summarizing it. Curriculum developers and teachers should read this 35-page document.

370. Gold, M. Try another way. Training manual. Resources in Education. 1979, 14 (11), 93 (ERIC ED 172 507).

This manual deals with the use of task analysis in teaching manual skills to mentally retarded and developmentally disabled people. For projects and their task analyses are presented.

371. Minneapolis Public Schools task analysis and objectives for trainable mentally retarded: Communication skills and daily living skills and motor skills and quantitative skills. Resources in Education, 1979, 14 (11), 86 (ERIC ED 172 464).

372. Minneapolis Public Schools Leisure activities for retarded children. A task analysis approach. Trainable mentally retarded through community education. ESEA Title IV, Part C. Resources in Education, 1979, 14 (11) 86-87 (ERIC ED 172 465).

373. Rahmlow, H. F., and Kiehn, S. O. A survey and analysis of major tasks, knowledges associated with work in child care occupations. Final Report. Research in Education, 1968, 3 (12) 112 (ERIC ED 021 066).

Persons employed in day care centers, nurseries, head start projects and migrant worker day care centers were surveyed to determine the tasks they performed and the knowledge needed to perform said tasks. The authors also discuss ways in which people may be prepared to enter these fields. A spiral curriculum as well as a knowledge taxonomy are included. The information gathering questionnaire is appended to the document.

374. Long, G. A. Clusters of tasks performed by Washington State Farm operators engaged in seven types of agricultural production- grain, dairy, forestry, livestock, poultry, horticulture, and general farming. Report No. 27. Research in Education, 1968, 3 (12), 111 (ERIC ED 021 067).

The study objective was to obtain up-to-date facts about tasks performed by farm operators engaged in producing grain, livestock, dairy commodities, and general farm commodities. The need for high school programs to encompass the breadth and complexity of agriculture is discussed. A bibliography is included as is a survey questionnaire.

375. Huffman, H. et al. A taxonomy of office activities for business and office education. Interm report. Research 12. Research in Education, 1968, 3 (12), 124 (ERIC ED 021 140).

A taxonomy of office activities for business and office education was developed to provide systematic guidance for observing and analyzing office activities.

376. Annett, J., and Duncan, K. D. Task analysis and training design. Research in Education, 1968, 3 (11) 11 (ERIC ED 019 566).

The authors suggest in task analysis is description of performance in gross terms. They included questions that should be asked when conducting a task analysis and information about the sequence of conduct.

377. Preas, N. B. A study of the role of unit school food service supervisor as perceived by selected North Carolina superintendents and school food service personnel. Research in Education, 1969, 4 (2), 10 (ERIC ED 022 096).

The major purpose here was to delineate behavioral tasks which constitute the role of school food service superintendent.

378. Christensen, A. C. et al. The functional allocation of the superintendent's time. Research in Education, 1969, 4 (3), 5 (ERIC ED 022 974).

This is a study of the amount of time a school superintendent spends in the various functions of his job.

379. Lufkin, R. C. Determination and analysis of some parameters affecting the subject indexing process. Research in Education, 1969, 4 (4), 70-71 (ERIC ED 024 414).

This report describes a quantitative study of subject-indexing as it is being performed by catalogers.

380. Drake, W. E., and Tom, F. K. T. Entry occupations in off-farm agriculture; a survey and task analysis of entry level off-agricultural occupations in New York State. Research in Education, 1969, 4 (4), 124-125 (ERIC ED 024 808).

92 different entry level job titles were identified and 14 tasks were common to 5 or more different job titles.

381. Baird, H. Appendix D. Role II: Sample task analysis and behavioral objectives. Research in Education, 1969, 4 (6), 91, (ERIC ED 026 309).

To illustrate how instructional systems may be developed to prepare students in teacher training program. A sample task analysis and sample behavioral objectives are provided.

382. Hite, H. and Rousseau, L. Appendix H. Sample task analysis: Behavioral objectives for Com Field Laboratory. Research in Education, 1969, 4 (6), 91 (ERIC ED 026 313).

Seven competencies of effective instructional managers are identified: (1) define the objectives of instruction; (2) adjust the instruction for the individual; (3) select appropriate strategy of instruction; (4) organize the learning environment; (5) interact with pupil for pupil success; (6) evaluate student growth; (7) define the next instructional procedures appropriate for each individual. These categories are task analyzed.

383. Hite, H., and Rousseau, L. Appendix I. An experimental model for preparing teachers to develop behavioral objectives; the Washington State University and Bellevue (Washington) Public Schools Career Teaching Project. Research in Education, 1969, 4 (6), 91 (ERIC ED 026 314).

The tasks required to develop behavioral objectives are detailed here.

384. Rousseau, L. et al. Appendix J. An experimental model to enable instructional managers to demonstrate interaction competency. Research in Education, 1969, 4 (6), 91-92 (ERIC ED 026 315).

This interaction tasks model enables instructional managers to demonstrate competence in their interactions with students. The document deals with education students involved in a micro-teaching situation.

385. Shipley, A. F. Analysis of tasks in three home related occupations. Research in Education, 1969, 4 (6), 115 (ERIC ED 026 484).

The occupations were homemaker/home health aid, hotel/motel housekeeping aid and nursing home housekeeping aid. The author points out that training programs for these occupations should be available to both high school age and adult students.

386. McKenna, B. H. School staffing patterns and pupil interpersonal behavior: Implications for teacher education. Research in Education, 1969, 4 (7) 100 (ERIC ED 027 245).

The model of instructional staff differentation presented here suggests teacher proficiency types based on categories of pupil learning tasks.

387. Simmel, A. Structure and change of some role perceptions in nursing school. Research in Education, 1969, 4 (7), 121 (ERIC ED 027 384).

This publication includes an analysis of tasks in the nursing field and are directly related to nursing education.

388. Berry, J. A., and Robertson, R. Computer applications to an integrated maintenance system. Research in Education, 1969, 4 (8), 42 (ERIC ED 027 696).

Computer management based upon task analysis is used in a college system. The document has training implications.

389. Seymour, W. D. Skills analysis training; a handbook for managers, supervisors, and instructors. Research in Education, 1969, 4 (9), 13 (ERIC ED 028 365).

The principles, scope and benefits of skills analysis training are explained. This publication was written for use with skills analysis training.

390. Semple, C. A., and Majesty, M. S. Operational tasks oriented flying training program for pilot training; the systems approach. Research in Education, 1969, 4 (11), ERIC ED 030 082).

This study uses a systems methodology to determine knowledge and skills common to piloting tasks required by differing aircraft missions to form a data base for developing a task oriented flight training program.

391. Silverman, J. A computer technique for clustering tasks. Technical bulletin STB 66-23. Research in Education, 1969, 4 (12), 115-116 (ERIC ED 031 572).

The objective here was to develop a computer method for arranging a number of individual task patterns into clusters.

392. Wood, L. A. The nursing program in the U. C. L. A. allied health professions projects. Summary report. Research in Education, 1970, 5 (11), (ERIC ED 041 151).

306 nursing tasks were identified. Task frequency and criticality ratings are provided. Using these tasks in modularized nursing education is discussed.

393. Freeland, T. E. A study of the occupation of electroencephalographic technician. Interm report. Research in Education, 1970, 5 (11), 121 (ERIC ED 041 150).

A task list for the occupation was validated vice questionnaire.

394. Goldsmith, K. L. et al., A study of nursing occupations; regitered nurse, licensed vocational/practical nurse and nursing aid. Interm report. Research in Education, 1970, 5 (11), 121, (ERIC ED 041 149).

To determine nursing tasks and make curriculum recommendations based on these tasks, a survey instrument was developed and validated.

395. Gosman, M. L. et al. Occupational analysis of tasks performed in a medical record department. Interm report. Research in Education, 1970, 5 (11), 121 (ERIC ED 041 148).

The results of the analysis produced major implications for curriculum development.

396. Henrich, R. R., and GOldsmith, K. L. Hospital pharmacy technician project; development and validation of the task inventory. Interm report. Research in Education, 1970, 5 (11) 121 (ERIC ED 041 147).

397. Henrich, R. R. et al., A study of purchasing occupations in health care facilities. Interm report. Research in Education, 1970, 5 (11), 121 (ERIC ED 041 146).

To determine the content of an educational curriculum in the field, data on the frequency, supervision, and difficulty of performance in 208 task elements were obtained by survey.

398. Hoehn, A. J. et al., Operational context training in individual technical skills. Research in Education, 1970, 5 (12), 13 (ERIC ED 041 233).

This is a collection of four papers dealing with the objectives and problems of operational context training.

399. Social and Educational Research and Development, Inc. A task analysis of library jobs in the State of Illinois. Research in Education, 1970, 5 (11), 61 (ERIC ED 040 723).

Each task is rated and scaled including: (1) performance standards; (2) task environment; (3) extent to which a task concerns data, people, and things; (4) mathematics, language and reading levels required by the task; (5) the kinds of instructions the worker received in conducting the task; (6) the training time; (7) the time taken to complete the task; (8) physical demands of the task.

400. Hotel and Catering Industry Training Board Front Office and Reception; an approach to front office training. Research in Education, 1970, 5 (10), 18 (ERIC ED 039 473).

This manual is concerned with the tasks and training needs of front office personnel in hotels.

401. Bancroft, N. R., and Duva, J. S. The effects of adaptive stepping criterion on tracking performance: A preliminary investigation. Research in Education, 1970, 5 (10), 10 (ERIC ED 039 407).

This is an investigation in the design and implementation of adaptive training research.

402. Human Resources Research Office, Use of job and task analysis in training. Research in Education, 1970, 5 (8), 58 (ERIC ED 038 014).

This is a report of the use of job and task analysis in four different training situations.

403. Speiss, M., and Olivero, J. Entry skills to reading using classroom management strategies: A position statement. Research in Education, 1970, 5 (8), 89 (ERIC ED 038 250).

404. Walton, B. Job and task analysis. Government Reports Announcements and Index, 1981, 81 (26), 5479 (NTIS AD-A103 309/1).

405. Grant, J. D., et al. Develop new careers ladders, with appropriate education components, in the administration of justice. Technical report. Research in Education, 1970, 5 (5), 118 (ERIC ED 035 754).

The primary accomplishment was the establishment of career ladders with breakdowns by specific tasks of required knowledge and skills.

406. Merrill, M. D., et al. Feedback and remedial instruction in learning hierarchical tasks. Final report. Research in Education, 1970, 5 (5), 91 (ERIC ED 035 518).

407. Marsh, G. Conceptual skills in beginning reading. Research in Education, 1970, 5 (5), 85-86 (ERIC ED 035 518).

A task analysis of the conceptual skills prerequisite to learning to read by a phonics-based method is made in an attempt to distinguish these skills from reading's component skills.

408. Justin, J. K. Lecture hall and learning design: A survey of variables, parameters, criteria and interrelationships for audio-visual presentation systems and audience reception. Research in Education, 1970, 5 (5), 41 (ERIC ED 035 170).

409. Sharpe, D. M. Studying teacher classroom behavior to determine how paraprofessionals can help in the classroom. Research in Education, 1970, 5 (3), 91 (ERIC ED 033 897).

The purpose of this paper is to illustrate the value of the teacher classroom activity profile in identifying and classifying teaching roles and in providing information which, if subjected to careful analysis, can lead to more effective approaches to the problem of role differentiation in the secondary school classroom.

410. American Association of School Librarians. School library personnel task analysis survey. Special report. Research in Education, 1970, 5 (3), 69 (ERIC ED 033 739).

411. Farina, A. J. Development of a taxonomy of human performance: A review of descriptive schemes for human task behavior. Research in Education, 1970, 5 (3), 11 (ERIC ED 033 295).

The report reviews a number of schemes designed to describe the human behaviors occurring during task performance.

412. Crawford, L. C. A competency pattern approach to curriculum construction in distributive teacher education. Final report, Volume I. Research in Education, 1970, 5 (1) 112-113, (ERIC ED 032 383).

The objectives of this study were to determine: (1) basic beliefs regarding distributive education; (2) critical tasks of the teacher education coordinator; (3) competencies needed to perform tasks; (4) competencies needed by the teacher to develop worker competencies.

413. Crawford, L. C. A competency pattern approach to curriculum construction in distributive teacher education. Final Report, Volume II. Research in Education, 1970 5 (1), 113 (ERIC ED 032 385).

See 412 above.

414. Crawford, L. C. A competency pattern approach to curriculum construction in distributive teacher education. Final report, Volume III. Research in Education, 1970, 5 (1), 113 (ERIC ED 032 385).

See 412 and 413 above.

415. Crawford, L. C. A competency pattern approach to curriculum construction in distributive teacher education. Final report, volume IV. Research in Education, 1970, 5 (1), 113 (ERIC ED 032 386).

See 412, 413 and 414 above.

416. Stewart, W. J. An analysis of certain job tasks performed by selected Ohio industrial supervisors. Research in Education, 1970, 5 (3), 9 (ERIC ED 033 275).

417. Coller, A. R. A taxonomy of programmatic tasks in an educational evaluation facilitation and coordination system (revised). Research in Education, 1970, 6 (9), 136 (ERIC ED 051 283).

In this comprehensive approach to the evaluation process, the taxonomy classifies and specifies tasks to effect evaluation.

418. Bates, D. et al., The evaluator development program. Research in Education, 1971, 6 (9), 139 (ERIC ED 051 306).

This paper proposes an Evaluator Development Program to meet the need for improvement and development in educational evaluation. The intent is to enhance effective evaluation at all educational levels. A task analysis and instructional materials relevant to the project are discussed.

419. Drost, J. L. Job characteristics of automotive mechanics in selected Iowa dealerships and garages. Research in Education, 1971, 6 (9), 149 (ERIC ED 051 382).

A task analysis was conducted. It was recommended that the results be used in career counseling.

420. Trisman, D. A. Targeted research and development program in reading - the search for criteria. Research in Education, 1971, 6 (9), 83 (ERIC ED 050 984).

This document deals with reading tasks and the general population.

421. Harvey, J. G. et al., The task analysis for developing mathematical processes arithematic book 2, writing mathematical sentences. Research in Education, 1971, 6 (9), 92 (ERIC ED 050 967).

The major objective of this text is to have children write and validate mathematical sentences which represent the results of the compare and equalize process.

422. Merrill, P. F. Task analysis: An information processing approach. Research in Education, 1971, 6 (9), 37 (ERIC 050 554).

Several concepts and techniques used to design computer simulation of human performance were employed in developing an information processing approach to task analysis. The approach is compared and contrasted with Gagne's hierarchical task analysis model.

423. Carmichael, R. L. Center for information services, Phase II: detailed system design and programming, part 4 - development scheduling and planning, Phase IIA, final report. Research in Education, 1972, 7 (4), 75 (ERIC ED 057 809).

This report deals with the development of the University of California at Los Angeles Center for Information Services. It includes task assignments.

424. Biglan, A. The characteristics of the tasks of academic areas. Research in Education, 1972, 7 (4), 68 (ERIC ED 057 755).

The author presents an analysis of the task characteristics of various academic areas at the post secondary level.

425. Biglan, A. Relationships between the characteristics of academic tasks and the structure and output of university departments. Research in Education, 1972, 7 (4) 68 (ERIC ED 057 756).

The social structure and output of scholars at the University of Illinois are examined in terms of the task characteristics of their academic areas.

426. McCutcheon, R. W., et al. A review of the labor market, manpower characteristics and training of motor vehicle repair personnel. inal report. Research in Education, 1972, 7 (4), 144 (ERIC ED 058 393).

Data were gathered to determine whether current automotive mechanic training programs provided adequate exposure to knowledge and skills needed to properly repair motor vehicles.

427. Wake Forest University - The system's approach to functional job analysis. Task analysis of the physician's assistant: Volume I - task analysis methodology and techniques. Research in Education, 1972, 7 (5), 126 (ERIC ED 059 378).

The professional activities of groups of pediatricians, family practitioners, surgeons, obstetricians and internists was observed. On the basis of functional job analysis, course outlines, training physician's assistants were developed.

428. Warren, B. S. Report of seminar in curriculum for child care training. Phase II. Final report career operations research and development. Research in Education, 1972, 7 (5), 128 (ERIC ED 059 392).

This is the report of a seminar held to provide instruction in the use of task analysis for curriculum development. The document includes a summary of some seminar activities and a curriculum outline for child care personnel.

429. Daniels, R. W., et al. Automated operator instruction in team tactics. *Research in Education*, 1972, *7* (8), 36 (ERIC ED 061 705).

The report discusses the applicability of available advanced training technologies to the training of navy tactical teams. Task analysis data are included.

430. Duncan, R. B. Criteria for type of change-agent in changing educational organizations. *Research in Education*, 1972, *7* (8), 28 (ERIC ED 061 642).

Among other areas, this paper addresses the tasks of the change agent.

431. Jackson, R. The development of a collection of adult tasks for assessment of literacy. *Research in Education*, 1972, *7* (7), 113 (ERIC ED 061 023).

Efforts to develop a collection of reading test items suitable for measuring adult literacy are described.

432. Marine Corps Field Services Task Analysis. *Government Reports Announcements & Index*, 1980, *80* (26), 5576 (NTIS AD-A088 380/1).

433. Marine Corps Data Systems Task Analysis. *Government Reports Announcements & Index*, 1980, *80* (26), 5576 (NTIS AD-A088 382/7).

434. Marine Corps Supply Administration and Operations Task Analysis. *Government Reports Announcements & Index*, 1980, *80* (26), 5576, (NTIS AD-A088 383/5).

435. Marine Corps Air Operations Task Analyiss. *Government Reports Announcements & Index*, 1980, *80* (26), 5576, (NTIS AD-A088 384/3).

436. Marine Corps Media Services Task Analysis. *Government Reports Announcements & Index*, 1980, *80* (26), 5576, (NTIS AD-A088 385/0).

437. Marine Corps Occupational Fields 68 (weather service) MOSs 6072, 6075, 6076, 6077, 6078, 6079 (ground support equipment task analysis). *Government Reports Announcements & Index*, 1980, *80* (26) 5576, (NTIS AD-A088 386/8).

438. Marine Corps Military Police and Corrections Task Analysis. *Government Reports Announcements & Index*, 1980, *80* (26), 5576 (NTIS AD-A088 387/6).

439. Marine Corps Occupational Field 66 (Avionics) less MOS's 6682, 6683 and 6689 task analysis. *Government Reports Announcements & Index*, 1980, *80* (26), 5576 (NTIS AD-A088 388/4).

440. Marine Corps Electronics Maintenance 1. Task analysis, 5952, 5953, 5954, 5955, 5956, 5958, 5959. *Government Reports Announcements & Index*, 1980, *80* (26), 5576, (NTIS AD-A088 389/2).

441. Marine Corps Drafting, Surveying and Mapping Task Analysis. *Government Reports Announcements & Index*, 1980, *80* (26) 5576-5577, (NTIS AD-A088 390/0).

442. Marine Corps Electronics Maintenance 11. Task analysis, *Government Reports Announcements & Index*, 1980, *80* (26), 5577 (NTIS AD-A088 391/8).

443. Marine Corps Task Analysis questionnaire booklet, occupational field 60/61. *Government Reports Announcements & Index*, 1980, *80* (26), 5577 (NTIS AD-A088 392/6).

444. Marine Corps Personnel Services Task Analysis questionnaire booklet for occupational field 01, personnel administration. *Government Reports Announcements & Index*, 1980, *80* (26), 5577 (NTIS AD-A088 393/4).

445. Marine Corps Military Occupational Specialties, (MOS 211. *Government Reports Announcements & Index*, 1980, *80* (26), 5577 (NTIS AD-A088 394/2).

446. Marine Corps Military Occupational Specialties, (MOS) 3241/3253. *Government Reports Announcements & Index*, 1980, *80* (26), 5577 NTIS AD-A088 395/9).

447. Marine Corps Military Occupational Specialties, (MOS) 1341/1349. *Government Reports Announcements & Index*, 1980, *80* (26), 5577 (NTIS AD-A088 396/7).

448. Marine Corps Military Occupational Specialties (MOS) 2141. *Government Reports Announcements & Index*, 1980, *80* (26), 5577 (NTIS AD-A088 397/5).

449. Marine Corps Military Occupational Specialties (MOS) 2142. *Government Reports Announcements & Index*, 1980, *80* (26), 5577 (NTIS AD-A088 398/3).

450. Marine Corps Military Occupational Specialties (MOS) 1316/2161/3513. *Government Reports Announcements & Index*, 1980, *80* (26), 5577 (NTIS AD-A088 399/7).

451. Marine Corps Military Occupational Specialties (MOS) 2131. *Government Reports Announcements & Index*, 1980, *80* (26), 5577 (NTIS AD-A088 400/7).

452. Marine Corps Military Occupational Specialties (MOS) 2144. Government Reports Announcements & Index, 1980, 80 (26), 5577, (NTIS AD-A088 401/5).

453. Marine Corps Military Occupational Specialties (MOS) 2151. Government Reports Announcements & Index, 1980, 80 (26), 5577, (NTIS AD-A088 402/3).

454. Marine Corps Military Occupational Specialties (MOS) 2171. Government Reports Announcements & Index, 1980, 80 (26), 5577, (NTIS AD-A088 403/1).

455. Mendenhall, R. C. Comprehensiveness of care and physician productivity in family practice. Government Reports Announcements & Index, 1980, 80 (21), 4433 (NTIS HRP - 0901258/4).

456. Educational Testing Service A manual for identifying needs and goals for training in health resource planning. Government Reports Announcements & Index, 1980, 80 (16), 3059 (NTIS HRP-0902013/2).

A 1975 functional task analysis of healthier planner duties resulted in the development of this manual.

457. Washington, E. D., et al. Achievement components of stanford-binet performance. Resources in Education, 1972, 7 (3), 73 (ERIC ED 056 771).

A curriculum, for disadvantaged students, was devised by working backward from Stanford-Binet items to specification of a universe of content for which Stanford-Binet could serve as a content-valid achievement test.

458. Career Options Research and Development. Innovative development of course content and delivery. Research in Education, 1972, 7 (3), 27-28 (ERIC ED 056 421).

Two tools useful in curriculum development are the systems approach and functional job analysis. This document deals with both.

459. National Commission for UNESCO Business and Education for world affairs. A report of the business task force to the international education year committee of the U. S. National Commission for UNESCO. Research in Education, 1972, 7 (3), 12 (ERIC ED 056 293).

A business task force examined ways corporations, collegiate schools of business and business organizations could most effectively encourage improvement of education.

460. Harris, M. L. An analysis of content and task dimensions of language arts items designed to measure level of content attainment. Research in Education, 1972, 7 (12), 24 (ERIC ED 065 885).

Content and task dimensions of language arts items were studied using factor analytic techniques.

461. Anderson, R. D. et al. An analysis and interpretation of tasks and competencies required of personnel conducting exemplary research and research related activities in education. Research in Education, 1972, 7 (11), 162 (ERIC ED 065 715).

This is a study of the specific tasks performed by researchers, developers, diffusers, and evaluators and the specific competencies required of them in performing educational research and research related tasks.

462. Berkey, A. L., and Drake, W. E. An analysis of tasks performed in the ornamental horticulture industry. Research in Education, 1972, 7 (11), 161 (ERIC ED 065 708).

This publication is a result of a detailed task analysis of the ornamental horticulture industry. Task statements are provided for each of nine areas and it is suggested that these tasks be used to develop performance objectives.

463. Berkey, A. L., et al. A model for task analysis in agribusiness. Research in Education, 1972, 7 (11), 158 (ERIC ED 065 686).

This document deals with a procedural model for task analysis in the area of agribusiness.

464. Logan, W. L., and Palmer, M. Identification and description of the intrinsic sources of individual differences in concept learning. Final report. Research in Education, 1972, 7 (11), 24 (ERIC ED 064 666).

This study attempted to identify and describe individual differences in concept learning.

465. Jackson, V. C. Task analysis: A systematic approach to designing new careers programs. Research in Education, 1972, 7 (11), 9 (ERIC ED 064 557).

This guide presents approaches, tools and techniques utilized to provide skills in training and to conduct agency task analyses, The appendices provide samples of task analysis, job descriptions, in-service training designs, and career ladder designs.

466. Spencer, R. Y., and Briggs, L. J. Application of a learning hierarchy to sequence an instructional program, and comparison of this program with reverse and random sequences. Final report. Research in Education, 1972, 7 (10), 42 (ERIC ED 063 807).

Two studies attempted to determine whether a programmed instruction booklet on a task in algebra would be more effective if the units in the program were presented in a sequence suggested by a hierarchical analysis of the task than if the units were presented in a reverse or a random order sequence.

467. Hurst, D. B. Knowledges and skills necessary for a career in business electronic data processing. Research in Education, 1972, 7 (2), 131 (ERIC ED 056 216).

The author sought the knowledge and skills required for a career in business electronic data processing.

468. Canelas, D. B. Task analysis of library jobs in the State of Illinois: A working paper on the relevance of the study of academic libraries. Research in Education, 1973, 8 (1), 66 (ERIC ED 06 7 113).

The tasks presented here are grouped by function and by training time order and then arranged in task clusters by performance levels.

469. Illinois Library Association Illinois Library task analysis project Phase II: project proposal and summary of the discussion and recommendations of the review panel for Phase II (Illinois library task analysis project meeting in Chicago, Oct. 21-23, 1971). Research in Education, 1973, 8 (1), 65 (ERIC ED 067 110).

470. Picking, M. Illinois task analysis project: Phase II, a study. Research in Education, 1973, 8 (1), 65-66 (ERIC ED 067 111).

The primary objective of this study was to test the validity of the American Library Association policy statement on library education and manpower by applying it to the tasks described in Phase I of the Illinois Task Analysis Project (see ERIC ED 040 723 above).

471. Hillison, J. H., and Warmbrod, J. R. Manpower needs in environmental management. Research report of a graduate study. Research in Education, 1973, 8 (2), 151-152 (ERIC ED 068 632).

This report summarizes a study designed to assess current and future manpower needs in waste water treatment, water treatment, and air polution control, as well as perform task analysis for the purpose of developing courses of study and instructional materials.

472. Braden, P. V., and Paul, K. K. A task analysis of selected nuclear technician occupations. Research in Education, 1973, 8 (2), 165 (ERIC ED 068 732).

The authors conducted a task analysis of nuclear technician occupations in order to establish career ladders and training program needs.

473. Phelps, L. A. A descriptive overview of the cluster-based occupational curriculum development model (CBOCDM). Research in Education, 1973, 8 (6), 132 (ERIC ED 073 252).

Procedures for preparing a cluster-based occupational curriculum are presented, including the collection of manpower data and occupational selection. Tasks identification is included.

474. Hilyer, G. The educational resource technician: Classifications and implications. Research in Education, 1973, 8 (6), 111 (ERIC ED 073 108).

This research deals with the role of the paraprofessional in the education process.

475. Bunderson, C. V. et al. The design of an abstract hierarchical learning task for computer-based instructional research. Technical report number 2. Research in Education, 1973, 8 (6), 48 (ERIC ED 072 628).

A hierarchical learning task was designed and developed in accordance with an instructional design model to study questions concerning task structure, sequencing, and other instructional design variables.

476. McKnight, A. J., and Hundt, A. G. Driver education task analysis: instructional objectives. HumRRO safety series. Research in Education. 1973, 8 (5), 188 (ERIC ED 072 249).

This publication contains a set of instructional objectives for driver education courses developed from a systematic analysis of driving behaviors.

477. Fine, S. R. Learner control commands for computer-assisted instructor systems. Technical report 15. Research in Education, 1973, 8 (5), 49 (ERIC ED 072 633).

The attempt here has been to define and describe the commands which could be modified to provide learner control in any computer-assisted instruction course.

478. Santa Cruz County Superintendent of Schools A guide for the management of special education programs. 1.0 A program management system. Research in Education, 1973, 8 (4), 42(ERIC ED 070 212).

A task-based management system for special education is described.

479. Santa Cruz County Superintendent of Schools A guide for the management of special education programs. 2.0 Procedures for the use of the task based composite. Research in Education, 1973, 8 (4), 42 (ERIC ED 070 213).

480. Santa Cruz County Superintendent of Schools. A guide for the management of special education programs. 3.0 Task data tables. Research in Education, 1973, 8 (4), 42 (ERIC ED 070 214).

This publication contains a wide variety of task data.

481. Reeder, G. D., et al. Occupational analysis: Hospital radiologic technologist. The UCLA allied health professions project. Research in Education, 1973, 8 (3), 153 (ERIC ED 069 902).

A national survey was conducted to determine the tasks performed by people in the radiologic technologist field and to lay the groundwork for development of curriculum materials.

482. DiCicco, O. E. Occupational analysis: Medical office assistant; The UCLA allied health professions project. Research in Education, 1973, 8 (3) 153 (ERIC ED 069 903).

This report summarizes a functional analysis of occupational groups employed by physicians in providing out-of-hospital services to patients. A task inventory was developed for use in improving instructional materials.

483. California University, Los Angeles, Division of Vocational Education A study of the clinical laboratory occupations. The UCLA allied health professions project. Research in Education, 1973, 8 (3) 153, (ERIC ED 069 904).

Two of the project objectives were: (1) to determine the percent of medical laboratory workers who perform a comprehensive list of task procedures; (2) to make recommendations on curricula for medical laboratory personnel.

484. Gosman, M. L., et al Occupational analysis: nursing unit administration (ward administration). Interm report. The UCLA allied health professions project. Research in Education, 1973, 8 (3) 152 (ERIC ED 069 898).

Two of the purposes of this study were: (1) to analyze the various levels of personnel performing non-clinical tasks within the hospital nursing unit; (2) determine the components of a curriculum for training such personnel.

485. Ainsworth, T. D., and Goldsmith, K. L. Occupational analysis of social service in medical care facilities. The UCLA allied health professions project. Research in Education, 1973, 8 (3), 152-153 (ERIC ED 069 899).

This report is a summary of the functional analysis of the activities of those engaged in the social service occupations in medical settings. It involves an inventory of 192 tasks.

486. Upjohn (W.E.) Institute for Employment Research National Task bank. Tasks in social welfare and rehabilitation services, administration, money payments. Research in Education, 1973, 8 (10), 183 (ERIC ED 078 224).

The author describes development of 547 tasks in the public welfare field.

487. Upjohn (W.E.) Institute for Employment Research. Major events leading to establishment of the national task bank. Research in Education, 1973, 8 (10), 183 (ERIC ED 078 225).

The task bank is an outgrowth of the application of systems approach and functional job analysis to agency management.

488. Holt, A. M., et al. Editing manual for use with the national task bank. Research in Education, 1973, 8 (10), 183 (ERIC ED 078 226).

This manual presents guidelines for editing task statements written according to the principles and techniques of functional job analysis to be used in preparing input data to the National Task Bank.

489. Ohio State University, School of Allied Medical Professions. Procedural manual for task analysis and curriculum guide development. Development of occupational therapy job descriptions and curricula through task analysis. Report number three. Research in Education, 1973, 8 (10), 176 (ERIC ED 078 173).

490. Ohio State University, School of Allied Medical Professions. Occupational therapy job descriptions. Development of occupational therapy job descriptions and curricula through task analysis. Report number one. Research in Education, 1973 8 (10), 175-176 (ERIC ED 078 170).

This document describes a task analysis procedure.

491. Ohio State University, School of Allied Medical Professions. Occupational therapy curriculum guides developed through task analysis. Report number two. Research in Education, 1973 8 (10), (ERIC ED 178).
This docuemnt is intended as a reference for those interested in designing an occupational therapy curriculum.

492. Bryant, J. H. Computer based instructional design: Identifying Requirements. Research in Education, 1973, 8 (10), 51 (ERIC ED 077 200).

An attempt was made to provide a self-paced training plan for a large, data processing staff.

493. Borcher, S. D., and Leiter, P. B. Automotive mechanics occupational performance survey. Interm report. Research in Education, 1973, 8 (10), 169 (ERIC ED 078 126).

The purpose of this report is to present the results of a task inventory analysis survey of auto mechanics completed by project staff within the Instructional Systems Design Program at Ohio State University's Center for Vocational and Technical Education. The results are intended for use in curriculum development.

494. McKnight, A. J., and Adams, B. B. Driver education task analysis. Volume II: Task analysis methods. Final Report. Resources in Education, 1973, 8 (8), 177 (ERIC ED 075 624).

This report deals with development of performance oriented driver education objectives and measuring devices for evaluating attainment of the objectives.

495. Nee, J. G. The identification and comparison of the tasks for the occupational role of industrial production technologist. Research in Education, 1973, 8 (8), 178 (075 636).

This project produced a model for determining occupational tasks to be used in any vocational-technical program.

496. Wagner, A. R. What you always felt you should know about PERT, but were afraid to find out. Expanding evaluation concepts: Applications and reflections. Research in Education, 1973, 8 (8), 159 (ERIC ED 075 514).

PERT means Project Evaluation Review Technique. Tasks as well as a time line is considered.

497. Picking, M., and Booth, R. E. Illinois task analysis project, phase III, handbook. First draft. Research in Education, 1973, 8 (12), 82 (ERIC ED 080 126).

The contents of this volume are a systems approach to job analysis, concepts and principles, job analysis, list of tasks and dissemination and implementation strategies.

498. Woolsey, J. W., and Bula, R. J. Analysis of industrial supervisor tasks in north central VTAE (Vocational, Technical and Adult Education) district. Research in Education, 1974, 9 (7), 16 (ERIC ED 087 925).

Information derived from the analysis may be used in supervisory training programs.

499. Janke, R. W. Conjoint measurement analysis of additive and linear additive composition models of administrative decision making among multi-attribute alternatives. Research in Education, 1974, 9(7), 153 (ERIC ED 088 951).

The author describes a study in which the decision process of school superintendents is compared.

500. Smith, E. L. Techniques for instructional design. Research in Education, 1974, 9 (7), 144 (ERIC ED 088 883).

The paper discusses techniques for designing instruction for discipline based curriculum areas.

510. Swann, J. H. Interpretation and training uses of computer printout data of naval occupational task analysis program (NOTAP). Research in Education, 1974, 9 (4), 79 (ERIC ED 084 883).

This study attempted to demonstrate the potential value of the naval occupational task analysis program for its use in the design and development of training programs, courses and curricula.

511. Rabideau, G. F., and Young, P. B. Validation of a task analysis methodology applied to long-haul truck driver behavior. Research in Education, 1974, 9 (2), 191 (ERIC ED 083 295).

512. Kiesow, J. A. Role model for the paraiprofessional youth work in extension service. Research in Education, 1974, 9 (1), 15 (ERIC ED 080 871).

A method of developing a job description through task analysis is presented here. The job description then can be used for training purposes.

513. Merrill, M. D. Content and instructional analysis for cognitive transfer tasks. Working paper number 40. Research in Education, 1974, 9 (1), 61 (ERIC ED 081 210).

Five assumptions underlie task analysis procedures in instructional development in higher education: (1) content and instructional strategies are independent; (2) most courses involve two types of content - concepts and operations; (3) two levels of abstraction - generalities and instances; (4) four levels of behavior - discriminate recall, classification, rule using, rule finding; (5) instructional strategies should focus upon rule using and finding, based upon mastery models derived from needs and goals. Task analysis consists of content and instructional analysis. Content analysis requires that the analyst: (1) identify and define the concepts in an area; (2) determine and specify the change operations used to relate them; (3) symbolically represent each role; (4) identify instances for concepts and rules.

514. Trexler, R. C., and Butler, P. J. Methods for identifying on-the-job training content when surrogate jobs are used for training. Research in Education, 1974, 9 (3), 9 (ERIC ED 083 391).

The author describes a method for defining on-the-job training where one organization must serve as the training base for another organization in which the trainee ultimately serve.

515. Manis, D., and Soloman, W. Using task analysis to generate teacher training objectives and activities and evaluate their adequacy. Research in Education, 1974, 9 (9), 143 (ERIC ED 091 376).

501. Anderson, M. H. Development and validation of instructional programs for the allied health occupations. Research in Education, 1974, 9 (9), 7 (ERIC ED 090 370).

502. Parks, A. M. A task analysis for teaching the organization of informative speech. Research in Education, 1974, 9 (9), 37 (ERIC ED 090 597).

503. Foley, J. P. Description and results of the air force research and development program for the improvement of maintenance efficiency. Research in Education, 1974, 9 (5), 98 (ERIC ED 086 156).

The author deals with on-the-job training.

504. Gullion, C., and Gilpatrick, E. The design of curriculum guidelines for educational ladders using task data. (Working paper No. 11). Research in Education, 1974, 9 (5), 5 (ERIC ED 085 471).

505. Foley, J. P. Task analysis for job performance aids and related training. Research in Education, 1974, 9 (5), 22 (ERIC ED 085 594).

This paper presents several aspects of task analysis for maintenance jobs when these analyses are used as bases for the development of job performance aids.

506. Terry, D. R. Methodological study for determining the task content of dental auxilliary education programs. Progress report. Research in Education, 1974, 9 (5), 23-24 (ERIC ED 085 604).

The purpose of this study was to develop a methodology of collecting data pertaining to the dental tasks taught and the responsibility levels to which they are taught in curricula of educational institutions preparing dental assistants, hygienists, and laboratory technicians.

507. Andrew, B. J. A methodology for the development of examinations to assess the proficiency of health care professionals. Research in Education, 1974, 9 (3), 125 (ERIC ED 084 280).

508. Valeski, T. A continuum model for competency based training. The competency based curriculum. Research in Education, 1974, 9 (3), 50 (ERIC ED 083 706).

509. Santa Cruz County Superintendent of Schools - Special education management system project document 3. Santa Cruz TBC Procedures. Research in Education, 1974, 9 (3), 58 (ERIC ED 083 767).

This document deals with tasks affecting students. The tasks (700) are staff oriented.

This study compared two contrasting preserve teacher training programs. The analysis was designed to clarify similarities and differences between programs, to assess the efficacy of training programs, and to assess the value of the task analysis procedures for formative and summative evaluations of inservice teacher training programs.

516. Beavers, I., and Keller, S. M. Identification of tasks in home economics related occupations: Care/development of children. Research in Education, 1975, 10 (12), 22-23 (ERIC ED 109 408).

517. Hughes, R. P., et al. Identification of tasks in home economics related occupations: interior design and furnishings. Research in Education, 1975, 10 (12), 23 (ERIC ED 109 409).

518. Sands, B. L., and Clausen, D. L. Identification of tasks in home economics related occupations: Clothing, apparel, and textile services. Research in Education, 1975, 10 (12), 23 (ERIC ED 109 410).

519. Beavers, I., et al. Identification of tasks in home economics related occupations: institutional and household maintenance. Research in Education, 1975, 10 (12), 23 (ERIC ED 109 411).

520. Meyer, R. P., et al. Behavioral taxonomy of undergraduate pilot training rasks and skills: Executive summary. Final report, July 1973 - September 1974. Research in Education, 1975, 10 (12), 29 (ERIC ED 109 450).

The report presents a brief summary of the development and application of a taxonomy of undergraduate pilot training tasks and skills.

521. Meyer, R. P., et al. Behavioral taxonomy of undergraduate pilot training tasks and skills: guidelines and examples for taxonomy application in flying training research. Final report. Research in Education, 1975, 10 (12), 19 (ERIC ED 109 387).

The document deals with a program to develop a behavioral taxonomy of undergraduate pilot training task and skills.

522. Meyer, R. P., et al. Behavioral taxonomy of undergraduate pilot training tasks and skills: Taxonomy refinement, validation and operations. Resources in Education, 1975, 10 (12), 13 (ERIC ED 109 346).

The study objective was to analyze and specify the fundamental flying abilities which comprise the training objectives of undergraduate pilot training.

523. Bacon, C. F. Welding task analysis. Research in Education, 1975, 10 (12), 15 (ERIC ED 109 361).

Eleven recommendations for curriculum development are made.

524. Campbell, J. T. et al. An investigation of sources of bias in the prediction of job performance: A six-year study. Final project report. *Research in Education*, 1975, *10* (11), 202 (ERIC ED 109 155).

525. Resnick, L. B. The science and art of curriculum design. *Research in Education*, 1975, *10* (11), 88 (ERIC ED 108 355).

This paper presents a model of an interactive mode for instructional research and development that might yield both curriculum products and scientific knowledge concerning learning and instruction.

526. Kilo, J. L. An analysis of the diesel truck mechanic occupation. *Research in Education*, 1975, *10* (11), 42 (ERIC ED 108 000).

527. Comisar, D. A., and Earnhart, M. L. An analysis of the catering occupation. *Research in Education*, 1975, *10* (11), 42 (ERIC ED 108 001).

528. Wyatt, T., and Ulrich, L. An analysis of the credit collection occupation. *Research in Education*, 1975, *10* (11), 42 (ERIC ED 108 002).

529. Hoskinson, K. et al. An analysis of the administrative assisting occupation. *Research in Education*, 1975, *10* (11), 41 (ERIC ED 107 994).

530. Bryant, E., et al. An analysis of the data processing occupation. *Research in Education*, 1975, *10* (11), 41 (ERIC ED 107 995).

531. Frass, M. R., and Krause, M. An analysis of the air conditioning refrigeration and heating occupations. *Research in Education*, 1975, *10* (11), 41 (ERIC ED 107 996).

532. Dearth, C. E., and Nordvig, C. A. An analysis of the residential electricity occupation. *Research in Education*, 1975, *10* (11), 41 (ERIC ED 107 997).

533. Clark, A. B. et al. An analysis of the waste water treatment maintenance mechanic occupation. *Research in Education*, 1975, *10* (11), 41 (ERIC ED 107 998).

534. Frazer, W. C., et al. An analysis of the bank teller occupation. *Research in Education*, 1975, *10* (11), 41-42, (ERIC ED 107 999).

535. Abell, G. H., et al. An analysis of the terminal dispatching occupation. *Research in Education*, 1975, *10* (11), 40 (ERIC ED 107 987).

536. Mascio, J. W., and O'Connor, P. J. An analysis of the terminal materials handling occupation. *Research in Education*, 1975, *10* (11), 40 (ERIC ED 107 988).

537. Altsladt, R. A., et al. An analysis of the turn specialist occupation. Research in Education, 1975, 10 (11), 40 (ERIC ED 107 989).

538. Nichols, L. E. An analysis of the typewriting service specialist occupation. Research in Education, 1975, 10 (11), 40 (ERIC ED 107 990).

539. Pucci, A. L., and Reichel, G. F. An analysis of the welding occupation. Research in Education, 1975, 10 (11), 40 (ERIC ED 107 991).

540. Harbage, M., and Lechner, D. L. An analysis of the horticulture equipment and services occupation. Research in Education, 1975, 10 (11), 40 (ERIC ED 107 992).

541. Knupke, L. M., et al. An analysis of the word processing occupation. Resources in Education, 1975, 10 (11), 40-41 (ERIC ED 107 993).

542. Abell, G. H., et al. An analysis of the terminal clerking occupation. Research in Education, 1975, 10 (11), 39-40 (ERIC ED 107 986).

543. Pomeroy, J. W., et al. An analysis of the television and radio service occupation. Research in Education, 1975, 10 (11), 39 (ERIC ED 107 985).

544. Pfleghaar, J. A., et al. An analysis of the telecommunications occupation. Research in Education, 1975, 10 (11), 39 (ERIC ED 107 984).

545. Salsbury, R. C., and Kline, C. R. An analysis of the small engine repair occupation. Research in Education, 1975, 10 (11), 39 (ERIC ED 107 983).

546. Di Placido, P. E., et al. An analysis of the small business managing occupation. Research in Education, 1975, 10 (11), 39 (ERIC ED 107 982).

547. Murphy, J. K., et al. An analysis of the secondary school clerical aid occupation. Research in Education, 1975, 10 (11), 39 (ERIC ED 107 981).

548. Cheetwood, J. E., and Connell, J. R. An analysis of the retailed florist occupation. Research in Education, 1975, 10 (11), 38-39 (ERIC ED 107 980).

549. Scurggs, K. An analysis of the residential remodeling occupation. Research in Education, 1975, 10 (11), 38 (ERIC ED 107 979).

550. Harestad, C. E., et al. An analysis of the real estate occupation. Research in Education, 1975, 10 (11), 38 (ERIC ED 107 978).

551. Lustic, G., et al. An analysis of the purchasing occupation. *Research in Education*, 1975, *10* (11), 38 (ERIC ED 107 977).

552. Bryan, J. E. An analysis of the real estate property managing occupation. *Research in Education*, 1975, *10* (11), 38 (ERIC ED 107 976).

553. Wahonick, R., et al. An analysis of the personal (personnel) managing occupation. *Research in Education*, 1975, *10* (11), 38 (ERIC ED 107 975).

554. Peal, S., and Rose, V. An analysis of the payroll occupation. *Research in Education*, 1975, *10* (11), 37-38 (ERIC ED 107 974).

555. Beth, G. K., et al. An analysis of the nursery school teacher aid occupation. *Research in Education*, 1975, *10* (11), 37 (ERIC ED 107 973).

556. Ridener, N. A., et al. An analysis of the medical records clerking occupation. *Research in Education*, 1975, *10* (11), 37 (ERIC ED 107 972).

557. Hall, C. W., and Emory, H. L. An analysis of the machine trades occupation. *Research in Education*, 1975, *10* (11), 37 (ERIC ED 107 971).

558. Innis, G. A., et al. An analysis of the lithographic printing occupation. *Research in Education*, 1975, *10* (11), 37 (ERIC ED 109 970).

559. Stemple, L. L., and Dilley, J. E. An analysis of the landscaping occupation. *Research in Education*, 1975, *10* (11), 37 (ERIC ED 107 969).

560. McGee, P., et al. An analysis of the laboratory assisting occupation. *Research in Education*, 1975, *10* (11), 37 (ERIC ED 107 968).

561. Cross, D., et al. An analysis of the insurance underwriting occupation. *Research in Education*, 1975, *10* (11), 36-37 (ERIC ED 107 967).

562. Moore, G., et al. An analysis of the insurance sales occupation. *Research in Education*, 1975, *10* (11), 36 (ERIC ED 107 966).

563. Kitzmiller, C. C., et al. An analysis of the industrial sales occupation. *Research in Education*, 1975, *10* (11), 36 (ERIC ED 107 965).

564. Hall, E. J., and Turner, R. C. An analysis of the industrial mechanics occupation. *Research in Education*, 1975, *10* (11), 36 (ERIC ED 107 964).

565. Sams, H. C., and Snyder, L. M. An analysis of the information receptionist occupation. *Research in Education*, 1975, *10* (11), 36 (ERIC ED 107 963).

566. Lucal, K. A., An analysis of the wholesale florist occupation. Research in Education, 1975, 10 (11), 36 (ERIC ED 107 962).

567. Howsmon, R. L. An analysis of the garden center employee. Research in Education, 1975, 10 (11), 35-36 (ERIC ED 107 961).

568. Plescia, G. W., et al. An analysis of the drafting occupation. Research in Education, 1975, 10 (11), 35 (ERIC ED 107 960).

569. Hough, S. L., et al. An analysis of the dental assisting occupation. Research in Education, 1975, 10 (11), 35 (ERIC ED 107 959).

570. Wyatt, T., and Ulrich, L. An analysis of the credit investigation occupation. Research in Education, 1975, 10 (11), 35 (ERIC ED 107 958).

571. Mower, K. A., et al. An analysis of the commercial art occupation. Research in Education, 1975, 10 (11), 35 (ERIC ED 107 957).

572. McKinney, O. O., et al. An analysis of the carpentry occupation. Research in Education, 1975, 10 (11), 35 (ERIC ED 107 956).

573. Harnish, R., et al. An analysis of the booking occupation. Research in Education, 1975, 10 (11), 35 (ERIC ED 107 955).

574. Six, J. E. An analysis of the billing and bookkeeping machine operator occupation. Research in Education, 1975, 10 (11), 34-35 (ERIC ED 107 654).

575. Boyodjid, T. A., and Paoletti, D. J. An analysis of the baking occupation. Research in Education, 1975, 10 (11), 34 (ERIC ED 107 953).

576. Winfrey, P. J., and Morse, D. L. An analysis of the automotive service occupation. Research in Education, 1975, 10 (11), 34 (ERIC ED 107 952).

577. Bohac, R. D., and Vernon, R. C. An analysis of the automotive sales occupation. Research in Education, 1975, 10 (11), 34 (ERIC ED 107 951).

578. Christ, C. G., and Deluzin, J. B. An analysis of the auto parts counterperson occupation. Research in Education, 1975, 10 (11) 34 (ERIC ED 107 950).

579. Conner, M., and Thomas, L. An analysis of the auto mechanic occupation. Research in Education, 1975, 10 (11), 34 (ERIC ED 107 949).

580. Stranke, E. J., and Speck, S. R. An analysis of the auto body repair occupation. Research in Education, 1975, 10 (11), 33 (ERIC ED 107 948).

581. Buerkel, E., and Rehling, J. H. An analysis of the alteration specialist occupation. Research in Education, 1975, 10 (11), 33 (ERIC ED 107 947).

582. Reed, J. C. Identification of tasks in office occupations: June 1973 workshop. Final report. Research in Education, 1975, 10 (11), 22 (ERIC ED 107 873).

This is a shortened version of the final report of a federally funded developmental curriculum research project.

583. Fine, S. A., et al. Functional job analysis: How to standardize task statements. Methods for manpower analyses No. 9. Research in Education, 1975, 10 (8), 20 (ERIC ED 103 664).

The authors attempt to give definitive, illustrative guidelines for standardizing task statements according to the principles and techniques of functional job analysis.

584. Ohio State University Center for Vocational and Technical Education. Directory of task inventories, Volume 1, 1974. Research in Education, 1975, 10 (9), 184 (ERIC ED 106 332).

585. Stone, R. D. Identification of occupational competencies in services for the electromechanical cluster occupations. Research in Education,1975 10(9),15(ERIC ED 105 133).

The author undertook this project to provide data dealing with skills and competencies to aid persons developing curricula for electromechanical technician training programs.

586. Reitan, H. M., and Coole, W. A. Greenbar, worksheets. Research in Education, 1975, 10 (7), 113 (ERIC ED 103 085).

This is an integrated sequence of five programs designed for professional development of people in higher education. The document includes a task analysis.

587. Applegate, H. C. Improved internal work flow for processing metropolitan cooperative library system interlibrary loan requests at the Glendale Public Library. Research in Education, 1975, 10 (11), 99 (ERIC ED 102 992).

588. Padzensky, H., et al.Assessing student behavior. A minicourse in student assessment techniques: Participants manual. Research in Education, 1975, 10 (7), 69 (ERIC ED 102 760).

The manual contains instruction for behavioral assessment of developmentally disabled, moderately and severely retarded individuals.

589. De Blois, M., and Melton, R. G. Functional task analysis. A training module. School personnel utilization. Research in Education, 1975, 10 (6), 94 (ERIC ED 101 699).

This training module will assist the user in monitoring and maintaining a comprehensive functional job description of each position within an education institution or organization.

590. Stephenson, R. W., et al. A modular approach to proficiency testing. Research in Education, 1975, 10 (6), 24 (ERIC ED 101 173).

A new more specific language for describing work activities based upon clusters of tasks was designed for the army.

591. Benson, M. J., et al. The industrial education teachers professional tasks. Research in Education,1975 10(5),35(ERIC ED 099 665).

A list of 10 basic tasks performed by industrial education teachers subdivided to the fourth level, comprises this document.

592. Rose, A. M., et al. Methods for predicting job-ability requirements: II. Ability requirements as a function of changes in the characteristics of an electronic fault-finding task. Research in Education, 1975, 10 (4), 160-161 (ERIC ED 099 403).

The relationship between the characteristics of human tasks and the abilities required for task performance are investigated.

593. Miller, E. E. The development of a response taxonomy. Research in Education, 1975 10 (4), 66 (ERIC ED 098 727).

A taxonomy of response processes has been developed to facilitate the designing of training programs.

594. Bull, A. J. V., and Richardson, E. A study of the relationship between the practice of civil engineering and student courses: Volume I. Research in Education, 1975, 10 (ERIC ED).

595. Baker, W. E., et al. Business. Revised summary report: Technical employment in northeast florida. Research in Education, 1975, 10 (4), 17 (ERIC ED 098 368).

The authors dealt with a pre-technical curriculum planning project for secondary students.

596. Baker, W. E., et al. Agriculture and related business. Revised summary report: Technical employment in northeast florida. Research in Education, 1975, 10 (4), 17 (ERIC ED 098 369).

This is part of a pre-technical curriculum planning project for secondary students.

697. Baker, W. E., et al. Health related occupations, revised summary report: Technical employment in northeast Florida. Research in Education, 1975, 10 (4), 17 (ERIC ED 098 370).

This document is part of a pre-technical curriculum planning project.

598. Baker, W. E., et al. Public and social services. Revised summary report: Technical employment in northeast Florida. Research in Education, 1975, 10 (4), 17 (ERIC ED 098 371).

This document belongs to a pre-technical curriculum planning project.

599. Baker, W. E., et al. Engineering and industrial fields. Revised summary report: Technical employment in northeast Florida. Research in Education, 1975, 10 (4), 17-18 (ERIC ED 098 372).

This document belongs to a pre-technical curriculum planning project.

600. Yoder, E. P., and McCracken, J. D. Tasks essential to successful performance within each of four occupational areas in agriculture. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (5), 15-16 (ERIC ED 115 792).

This study was undertaken to gather data for the improvement of vocational education programs.

601. Edwards, T. W., et al. An empirical determination of tasks essential to successful performance as a retail landscape and garden store salesman. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (5), 16 (ERIC ED 115 793).

This study was undertaken to gather data for the improvement of vocational education programs.

602. Edwards, T. W., et al. An empirical determination of tasks essential to successful performance as a retail lawn and garden center equipment mechanic (small engine mechanic). Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education,1976 11(5),16 (ERIC ED 115 794).

This study was undertaken to gather data for the improvement of vocational education programs.

603. Byrd, J. R., et al. An empirical determination of tasks essential to successful performance as a swine farmer. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 16 (ERIC ED 115 795).

This study was undertaken to gather data for the improvement of vocational education programs.

604. Byrd, J. R., et al. An empirical determination of tasks essential to successful performance as a beef farmer. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 16 (ERIC ED 115 796).

This study was undertaken to gather data for the improvement of vocational education programs.

605. Byrd, J. R., et al. An empirical determination of tasks essential to successful performance as a horse farm hand. Determination of a common core of basic skills in agribusiness and natural resources. *Resources in Education*, 1976, *11* (4), 16 (ERIC ED 15 797).

This study was undertaken to gather data for the improvement of vocational education programs.

606. Byrd, J. R., et al. An empirical determination of tasks essential to successful performance as a grain farmer. Determination of a common core of basic skills in agribusiness and natural resources. *Resources in Education*, 1976, *11* (4), 17 (ERIC ED 115 798).

This study was undertaken to gather data for the improvement of vocational education programs.

607. Byrd, J. R., et al. An empirical determination of tasks essential to successful performance as a forage producer. Determination of a common core of basic skills in agribusiness and natural resources. *Resources in Education*, 1976, *11* (4), 17 (ERIC ED 115 799).

This study was undertaken to gather data for the improvement of vocational education programs.

608. Byrd, J. R., et al. An empirical determination of tasks essential to successful performance as a commercial vegetable producer. Determination of a common core of basic skills in agribusiness and natural resources. *Resources in Education*, 1976, *11* (4), 17 (ERIC ED 115 800).

This study was undertaken to gather data for the improvement of vocational education programs.

609. Byrd, J. R., et al. An empirical determination of tasks essential to successful performance as a farm manager (owner-operator). Determination of a common core of basic skills in agribusiness and natural resources. *Resources in Education*, 1976, *11* (4), 17 (ERIC ED 115 801).

This study was undertaken to gather data for the improvement of vocational education programs.

610. Byrd, J. R., et al. An empirical determination of tasks essential to successful performance as a dairy farmer. Determination of a common core of basic skills in agribusiness and natural resources. *Resources in Education*, 1976, *11* (4), 17 (ERIC ED 115 802).

This study was undertaken to gather data for the improvement of vocational education programs.

611. Byrd, J. R., et al. An empirical determination of tasks essential to successful performance as a meat cutter. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 17-18 (ERIC ED 115 803).

This study was undertaken to gather data for the improvement of vocational education programs.

612. Miller, D. R., et al. An empirical determination of tasks essential to successful performance as a dairy plant worker. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 18 (ERIC ED 115 804).

This study was undertaken to gather data for the improvement of vocational education programs.

613. Miller, D. R., et al. An empirical determination of tasks essential to successful performance as a floral designer. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 18 (ERIC ED 115 805).

This study was undertaken to gather data for the improvement of vocational education programs.

614. Waddy, P. H., et al. An empirical determination of tasks essential to successful performance as a buildings and grounds foreman. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 18 (ERIC ED 115 807).

This study was undertaken to gather data for the improvement of vocational education programs.

615. Waddy, P. H., et al. An empirical determination of tasks essential to successful performance as a park worker. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 18 (ERIC ED 115 806).

This study was undertaken to gather data for the improvement of vocational education programs.

616. Waddy, P. H., et al. An empirical determination of tasks essential to successful performance as a sawmill worker. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 18-19 (ERIC ED 115 808).

This study was undertaken to gather data for the improvement of vocational education programs.

617. Waddy, P. H., et al. An empirical determination of tasks essential to successful performance as an all-round logger. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 19 (ERIC ED 115 809).

This study was undertaken to gather data for the improvement of vocational education programs.

618. Waddy, P. H., et al. An empirical determination of tasks essential to successful performance as a tree service worker. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 19 (ERIC ED 115 810).

This study was undertaken to gather data for the improvement of vocational education programs.

619. Waddy, P. H., et al. An empirical determination of tasks essential to successful performance as a soil conservation district aid. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 19 (ERIC ED 115 811).

This study was undertaken to gather data for the improvement of vocational education programs.

620. Waddy, P. H., et al. An empirical determination of tasks essential to successful performance as a greenhouse worker. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 19 (ERIC ED 115 812).

This study was undertaken to gather data for the improvement of vocational education programs.

621. Yoder, E. P., and McCracken, J. D. An empirical determination of tasks essential to successful performance as an agriculture-industrial equipment dealership partsman. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 19 (ERIC ED 115 813).

This study was undertaken to gather data for the improvement of vocational education programs.

622. Yoder, E. P., and McCracken, J. D. An empirical determination of tasks essential to successful performance as an agricultural-industrial equipment dealership set-up and deliveryman. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 19-20 (ERIC ED 115 814).

This study was undertaken to gather data for the improvement of vocational education programs.

623. Yoder, E. P., and McCracken, J. D. An empirical determination of tasks essential to successful performance as an agriculture-industrial equipment mechanic. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 20 (ERIC ED 115 815).

This study was undertaken to gather data for the improvement of vocational education programs.

624. Cooke, F. C., et al. An empirical determination of tasks essential to successful performance as an animal health assistant. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 20 (ERIC ED 115 816).

This study was undertaken to gather data for the improvement of vocational education programs.

625. Miller, D. R., et al. An empirical determination of tasks essential to successful performance as a bulk fertilizer plan worker. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 20 (ERIC ED 115 817).

This study was undertaken to gather data for the improvement of vocational education programs.

626. Miller, D. R., et al. An empirical determination of tasks essential to successful performance as a chemical applicator. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 20 (ERIC ED 115 818).

627. Miller, D. R., et al. An empirical determination of tasks essential to successful performance as a feed salesman. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 20-21 (ERIC ED 115 819).

This study was undertaken to gather data for the improvement of vocational education programs.

628. Miller, D. R., et al. An empirical determination of tasks essential to successful performance as a feed mill worker. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (4), 20 (ERIC ED 115 820).

This study was undertaken to gather data for the improvement of vocational education programs.

629. American Association for Respiratory Therapy Personnel. Delineation of roles and functions of respiratory therapy personnel. Final Report. Resources in Education, 1976, 11 (4), 54-55 (ERIC ED 116 030).

Roles and proficiency levels are delineated in this document.

630. Social and Rehabilitation Service National Task Bank. Tasks in social welfare: (1975 supplement to the National Task Bank). Resources in Education, 1976, 11 (8), 35 (ERIC ED 120 519).

Information includes: A task description, performance standards, training content and suggested GED score levels.

631. Farrell, W. T. Hierarchical clustering: A bibliography. Technical report No. 1. Resources in Education, 1976, 11 (8), 138 (ERIC ED 121 258).

Classification: Purposes, principles, progress, prospects by Sokal is reprinted here.

632. Partin, R. L. The instructional effectiveness of random, logical and ordering theory generated learning hierarchies. Resources in Education, 1976, 11 (8), 204 (ERIC ED 121 758).

The instructional effectiveness of learning programs derived from Gagne-type task analysis, ordering theory analysis, and random sequenced presentation of complex intellectual skills were investigated.

633. Connelly, E. M., et al. Candidate T-37 pilot performance measures for five contact maneuvers. Final Report. Resources in Education, 1976, 11 (6), 187 (ERIC ED 118 594).

The objective of this program was to develop candidate pilot performance measures for five undergraduate pilot training, contact training maneuvers flown in the T-37B aircraft.

634. Schulz, R. E., et al. VH-1 helicopter mechanic (MOS 67N20) job description survey: background, training, and general maintenance activities. Resources in Education, 1976, 11 (7), 53 (ERIC ED 119 024).

This report examines the relationships among job requirements, training and manpower considerations for army aviation personnel, discusses the development of task data gathering techniques and provisions for incorporating these data into training programs.

635. Schulz, R. E., et al. VH-1 helicopter mechanic (MOS 67N20) job description survey: Performance of specific maintenance tasks. Resources in Education, 1976, 11 (7), 9 (ERIC ED 118 747).

See #636.

636. Borsari, L. R., and Mavis, E. Task analysis study of the Suffield guidance departments for forty consecutive working days, beginning December, 1982. Research in Education, 1976 11 (7), 60 (ERIC ED 119 083).

637. Iowa State Dept. of Public Instruction. Identification of tasks in photo offset lithography operations. Resources in Education, 1976 11(7), 38 (ERIC ED 118 930).

This project intended to provide data pertaining to performance tasks in specific occupations in various areas of vocational/technical education.

638. Bernard, M. E. Task analysis in instructional program development. Theoretical paper No. 52. Resources in Education, 1976, 11 (4), 47 (ERIC ED 114 735).

A review of task analysis procedures beginning with the military training and systems development approach and covering the more recent work of Gagne, Klausmeier, Merrill, Resnick, and others is presented along with a plan for effective instruction based on the review of task analysis.

639. Duquesne University, School of Education. A task analysis approach to prevocational and vocational training for the handicapped. Resources in Education, 1976, 11 (4), 30 (ERIC ED 114 621).

This is a handbook for special education personnel.

640. Sanders, M. S., et al. Task analysis for the jobs of freight train conductor and breakman. RDTR No. 263. Resources in Education, 1976, 11 (4), 17-18 (ERIC ED 114 539).

The tasks performed by train personnel are identified.

641. McMurray, N. E., et al. An instructional design for accelerating children's concept learning. Technical report No. 32. Resources in Education, 1976, 11 (4), 47 (ERIC ED 114 736).

An instructional design based upon task analysis procedures was used to develop experimental lessons to accelerate attainment of a subject matter concept by fourth grade students.

642. EPD Consortium D. Identification of actual tasks performed and relative amount of time spent on tasks by vocational/technical administrators. Resources in Education,1976 11(4),23-24 (ERIC ED 114 577).

This survey was conducted to identify tasks performed by secondary vocational/technical directors. The information is useful for developing competency-based instructional programs and for curriculum decision making.

643. EPD Consoritum D. Identification of actual tasks performed and relative amount of time spent on tasks by vocational/technical teachers. Resources in Education, 1976, 11 (4), 24 (ERIC ED 114 578).

This survey was conducted to identify tasks performed by vocational/technical teachers.

644. EPD Consortium Identification of actual tasks performed and relative amount of time spent on tasks by vocational/guidance personnel, Resources in Education, 1976, 11 (4), 24 (ERIC ED 114 579).

This survey was conducted to identify tasks performed by vocational guidance personnel.

645. Smith, J. C. The development of a division chairman's procedure manual. Resources in Education, 1976, 11 (3), 102 (ERIC ED 114 150).

The major goal of this project was to promote a process of self-evaluation and task reexamination.

646. Hamre, S. An approximation of an instructional model for developing home living skills in severely handicapped students. Resources in Education, 1976, 11 (3), 67 (ERIC ED 113 880).

The author reviews task analysis procedures and provides sample instrictional programs for severely handicapped students.

647. Ewing, N., et al. Unresolved issues associated with prescriptive instruction. Resources in Education, 1976, 11 (3), 64 (ERIC ED 113 855).

The author points out issues seen as unresolved in the implementation of diagnostic prescriptive teaching methods with learning disabled children.

648. Iowa State Dept. of Public Instruction. Identification of tasks in home economics related occupations: Food service. Resources in Education, 1976, 11 (3), 12 (ERIC ED 113 479).

A study was conducted to obtain curriculum development data for food service education below the baccalaureate level.

649. Iowa State Dept. of Public Instruction. Identification of tasks in home economics related occupations: Family and community services. Resources in Education, 1976, 11 (3), 12 (ERIC ED 113 480).

This study deals with task identification in family and community services.

650. Bessemer, D. W., and Smith, E. L. The integration of content, task, and skills analysis techniques in instructional design. SWRL working papers: 1972. Resources in Education, 1976, 11 (3), 32 (ERIC ED 113 617).

The authors illustrate applications of content, task and skill analysis in the science inquiry area at the primary level.

651. Hill, C. S. A computerized task inventory system for providing curriculum content. (Carpentry). Final Report. Resources in Education, 1976, 11 (3), 31-32 (ERIC ED 114 628).

The author presents a system for analyzing and providing task inventories for carpentry curriculum development.

652. Dees, J. W. Bridging task analysis selection, training and job performance - structural task analysis. Resources in Education, 1976, 11 (12), 161 (ERIC ED 127 339).

A procedure for using Guildford's structure of the intellect as the theoretical basis for a task analysis model is presented.

653. Laws, R. M., and English, J. L. A pilot project to generate critical analysis of problems and processes in operational stragegies and components essential to college wide competency based curricula. Final Report. Resources in Education,1976 11(12),103 (ERIC ED 126 967).

This study was instituted to determine the feasibility of developing competency based curricula for the human services.

654. Korn, T. A., and Dunn, D. J. The task matrix procedure. Resources in Education, 1976, 11 (12), 21 (ERIC ED 126 326).

The author describes a task matrix procedure for determining the task content for work samples in entry-level occupations within a specified occupational group or industry.

655. Hawaii State Dept. of Education. A study of agricultural job tasks and implications for curriculum development in agriculture and agriculture related occupations. Resources in Education, 1976, 11 (12), 10 (ERIC ED 126 258).

Current job task information was collected for use in curriculum improvement.

656. Ammerman, H. L., and Pratsner, F. C. Occupational survey report on business data programmers. Task data from workers and supervisors indicating job relevance and training criticalness research and development series No. 108. Resources in Education, 1976, 11 (12), 13 (ERIC ED 126 278).

This is an occupational task survey report.

657. Schroeder, P. E. Proceedings of a symposium on task analysis/task inventories. Resources in Education, 1976, 11 (12), 19 (ERIC ED 126 314).

This document is a collection of symposium papers.

658. Kieffer, L. F. New directions in assessment: Psychomotor development. Resources in Education, 1976, 11 (12), 168 (ERIC ED 124 518).

Task analysis is both a testing device that assesses the developmental status and progress of children and an instructional approach that takes into account the sequential development of skillness in young children.

659. Hemphill, J. M., et al. Program evaluation and review technique (PERT): A planning and control tool for occupational field studies. Resources in Education,1976 11(9),115 (ERIC ED 122 739).

This is a technique used in the U. S. Marine Corps task analysis program for occupational field studies.

660. Reid, J. D., et al. The role of inferential and direct measurements in identification and educational planning for children with learning disabilities. Resources in Education, 1976 11(9),85(ERIC ED 122 497).

Task analysis is seen as a direct measurement.

661. Pasch, R., et al. Employer evaluation for the layout and erection of agriculture pole business, dairy equipment and materials handling. Final Report. Resources in Education, 1976, 11 (9), 36 (ERIC ED 122 128).

The purpose of this study was to evaluate and improve the curriculum by determining the specific job skills required.

662. Norton, D. P., and Sommers, P. A. The development of a cost-efficiency model to assist in special education program decision making and financing. Resources in Education, 1976, 11 (6), 90 (ERIC ED 117 892).

The model links input-output analysis and task analysis.

663. Ohio State University Directory of Task Inventories: Volume 2. Resources in Education, 1976, 11 (2), 43 (ERIC ED 112 170).

The directory is a bibliography.

664. Mayo, C. C., et al. Evaluation of the job inventory approach in analyzing U.S.A.F. officer utilization fields. Final report, 19 June, 1972 - July 1974. Resources in Education, 1976, 11 (2), 39 (ERIC ED 112 147).

The purpose of this study was to evaluate and improve the job inventory method of job analysis as applied to officer positions.

665. Vanek, L., and Powell, T. J. Changing conceptions of nonprofessionals Resources in Education, 1976, 11 (2), 60 (ERIC ED 112 301).

This document deals with task assignments of nonprofessionals.

666. Washington State Coordinating Council for Occupational Education. Task analysis for industrial plastics. Resources in Education, 1976, 11 (2), 49 (ERIC ED 112 214).

The document is organized by task analysis and course objectives for the jobs of machine and hand parts finisher, plastic bench mechanic and plaster and plastic tooling mechanic.

667. Stacy, W. J., and Hazel, J. T. A method of determining desirable task experiences for first line supervisors. Resources in Education, 1976, 11 (5), 24 (ERIC ED 115 843).

This study dealt with evaluation of 254 highly rated journeyman-level tasks in the accounting and finance field.

668. Conroy, W. G. Task differentiations. Occupational Paper No. 2. Resources in Education, 1976, 11 (5), 26 (ERIC ED 115 854).

This is an occupationally oriented education paper.

669. Yodes, E. P., and McCracken, J. D. Tasks essential to successful performance within each of four occupational areas in agriculture. Determination of a common core of basic skills in agribusiness and natural resources. Resources in Education, 1976, 11 (5), 15-16 (ERIC ED 115 792).

This study was undertaken to gather data for the improvement of vocational education programs.

670. McKnight, A. J. Training course for compliance safety and health officers. Final report. Resources in Education, 1976, 11 (5), 10 (ERIC ED 115 758).

This report describes revision of the compliance safety and health officers course for the department of health.

671. Dees, J. W. Structural task analysis - the bridge between selection and training. Resources in Education, 1976, 11 (1), 186 (ERIC ED 111 883).

The author presents a procedure for using Guilford's structure of the intellect as the theoretical basis for task analysis.

672. Air Force Personnel and Training Research Center Communications - electronics programs management career ladder: United States Air Force job inventory. AFSCS 29630, 29670 and 29690. Resources in Education, 1976, 11 (1), 19 (ERIC ED 110 692).

This document deals with the breakdown of the Air Force Communications - electronics program management career ladder.

673. Air Force Personnel and Training Research Center automated digital switching specialist career ladder: United States Air Force job inventory. AFSCS 29530, 29570, 29590. Resources in Education, 1976, 11 (1), 19 (ERIC ED 110 693).

This document deals with an Air Force job inventory surrounding the fields cited above.

674. Air Force Personnel and Training Research Center Pavements Maintenance and Construction Equipment Operator Career Ladders: United States Air Force job inventory. AFSCS 55130/31, 55150/51, 55170/71, and 55191. Resources in Education, 1976, 11 (1) 19-20 (ERIC ED 110 694).

675. McCracken, J. D., and Cooke, F. C. A comparative analysis of tasks essential to successful performance in three veterinarian lay occupations. Summary research 5. Resources in Education, 1976, 11 (1), (ERIC ED 110 793).
The purpose of this document was to identify the skills which are performed and essential for success in the occupations of: (1) animal health assistant; (2) animal hospital receptionist; (3) animal health technician.

676. Bordini, D. J. The process of coordination: a task analysis of vocational-technical school coordinators in the state of Wisconsin: Final report. Resources in Education, 1976, 11 (1), 36 (ERIC ED 110 802).

This document deals with a task analysis in the areas of business education, general education, home economics, agriculture, health, trade and industry.

677. Gilligan, T. J., and Sherman, V. C. Health aid education and utilization: A task identification study. Final report. Volume 1. Resources in Education, 1976, 11 (6), 22 (ERIC ED 117 400).

This is a study of the licensed practical nurse, nurse aid, and homemaker - home health aid occupations.

678. Calhoun, M. L., Teaching task analysis skills to teachers: A comparison of three methods. Resources in Education, 1976, 11 (11), 74 (ERIC ED 125 191).

This study investigated the effectiveness of three techniques in teaching task analysis.

679. Fine, S. A., et al. Functional job analysis: An annotated bibliography, methods for manpower analysis No. 10. Resources in Education, 1976, 11 (5) 56 (ERIC ED 116 037).

680. Stone, C. H. Evaluation of the marine corps task analysis program. Final report. Technical report No. 16. Resources in Education, 1977, 12 (4), 15 (ERIC ED 131 243).

The objective of this project was to determine the effectiveness of the marine corps task analyses program.

681. Florida State University Exemplary competency-based vocational teacher education project: Trade and industrial education component. The development of a university level competency based vocational teacher education program for industrial education teachers at Florida State University. Series No. 3. Resources in Education, 1977, 12 (4), 13 (ERIC ED 131 229).

682. Florida State University Exemplary Competency-based vocational teacher education project: Career education component. Competency and criteria identification phase: Professional competencies and assessment criteria for implementing the career education concept in vocational education programs in Florida. Series No. 6. Resources in Education, 1977, 12 (4), 13 (ERIC ED 131 230).

683. Florida State University Exemplary Competency-based vocational teacher education project: Handicapped component. Competency and criteria identification phase: Professional competencies and assessment criteria for administrators and teachers of vocational education programs for the handicapped in Florida. Series No. 9. Resources in Education, 1977, 12 (4), 13 (ERIC ED 131 231).

684. Florida State University Exemplary competency-based vocational teacher education project: Cooperative vocational education component. Competency and criteria identification phase professional competencies and assessment criteria for teacher-coordinators in cooperative vocational education programs in Florida. Series No. 1. Resources in Education,1977 12 (4), 16(ERIC ED 131 248).

685. Byers, B. B., et al, Task analysis for curriculum design and validation. Allied health professions project. Research in Education, 1974, 9 (11), 175 (ERIC ED 093 886).

686. Byers, B. B., et al, THe development of job-related curricula using task analysis. Allied health professions project. Research in Education, 1974, 9 (11), 175 (ERIC ED 093 887).

687. Byers, B. B., et al, Task analysis: A review of the state of the art. Allied health professions project. Research in Education, 1974, 9 (11), 175 (ERIC ED 093 888).

This document contains state-of-the-art information regarding task analysis.

688. Byers, B. B., et al, A task analysis of emergency prehospital care. Allied health professions project. Research in Education, 974, 9 (11), 175 (ERIC ED 093 889).

689. Byers, B. B., and Nowak, F. E. Task performance for selected allied health occupations. Allied health professions project. Research in Education, 1974, 9 (11) 175-176 (ERIC ED 093 890).

690. Holloway, W. H. Planning and managing task and time in performance oriented management. Project Kansas 76: Concept paper. Research in Education,1974 9 (11),62(ERIC ED 093 080).

This is a planning document for performance oriented education.

691. Meyer, N. The organizing center: An instrument for implementing life centered education. Research in Education, 1974, 9 (12), 21 (ERIC ED 094 210).

The author presents a method of planning activity-focused teaching units in which the teacher is key to successful instruction.

692. Abelson, H. H. A general task-oriented teacher competencies checklist: Item importance and placement in training as judged by prospective and present teachers. Research in Education, 1974, 9 (12), 147 (ERIC ED 095 125).

This study was designed to develop a checklist of teacher competencies based upon an analysis of teaching tasks.

693. Gagne, R. M. Task analysis - its relation to content analysis. Research in Education, 1974, 9 (10), 156 (092 588).

694. Millman, J. Task and administrative facets of teaching performance tests. Research in Education, 1974 9 (8), 185 (ERIC ED 090 300).

The author discusses assessment of a teacher's ability to promote learner mastery of objectives.

695. Piper, R. M. Analytic networks in music task definition. Research in Education, 1974, 9 (8), 164 (ERIC ED 090 135).

This is a methodological oriented document.

696. Choi, J. W., and Lyons, P. R. Ad hoc planning management (a practical guide for administrators and managers). Research in Education, 1974, 9 (8), 65 (ERIC ED 089 420).

This is a model intended for management planning groups.

797. Freeland, T. E., and Goldsmith, K. L. Respiratory care/inhalation therapy occupations: Task analysis data. U.C.L.A. allied health professions project. Resources in Education, 1975, 10 (2), 20 (ERIC ED 096 498).

798. Cullen, T. D., et al. Engineering maintenance. Occupational analysis. U.C.L.A. allied health professions project. Resources in Education, 1975, 10 (2), 20-21 (ERIC ED 096 499).

799. Gossman, M. L., and Kreshnamurty, G. B. Hospital food service department: Occupational analysis. U.C.L.A. allied health professions project. Resources in Education, 1975, 10 (2), 21 (ERIC ED 096 500).

700. McKenna, B. Traning in general observation skills: Some guidelines. Resources in Education, 1975, 10 (2), 135 (ERIC ED 097 312).

The author offers some guidelines for training in observation skills. Task include: (1) Identifying goals of the learning tasks; (2) Gaining evidence of teachers planning; (3) Determining student motivation level; (4) Assessing teacher's strategies; (5) Determining student interest; (6) Morale; (7) Commitment; (8) Determining the degree to which learning activities are based upon student needs; (9) Determining the degree to which learning outcomes are being adequately assessed; (10) Determining the degree to which learning outcomes are adequate; (11) Determining the degree to which democracy is practiced in the classroom.

701. Federal Aviation Administration Air route traffic control center. Controller over-the-shoulder training review: Instruction manual. Resources in Education, 1976, 10 (4), 22 (ERIC ED 102 396).

This manual provides step-by-step instructions for air traffic control supervisors in conducting over-the-shoulder training observations of enroute center controllers.

702. Caro, P. W. Equipment-device task commonality analysis and transfer of training. Research in Education, 1971, 6 (3), 11 (ERIC ED 043 833).

The author describes procedures which would enable training personnel to systematically and objectively determine the potential utility of training devices for teaching how to perform missions with rotary wing aircraft.

703. Cleveland, A. A. Teachers aids: A project report. Resources in Education,1971 6 (3) 14(ERIC ED 044 235).

The author deals with tasks performed before and after the introduction of teachers' aids into the school.

704. Bond, N. A., and Rigney, J. W. Specification of training objectives for computer aided instruction. Research in Education, 1971, 6 (2), 43 (ERIC ED 043 221).

The author deals with organization and implementation of courses developed around training objectives.

705. Buktenica, N. A. An early screening and task-learner characteristic model of prevention. Research in Education, 1971, 6 (3), 91 (ERIC ED 044 436).

This docuemnt deals with reading disorders and how task analysis can be used to rectify such problems.

706. Valett, R. E. Effective teaching: A guide to diagnostic-prescriptive task analysis. Research in Education, 1971, 6 (4), 47 (ERIC ED 044 849).

This document was written as a guide for teachers desiring greater effectiveness in working with learning disabled children.

707. Florida State University Exemplary competency-based vocational teacher education project: Administration/supervision component. Competency and criteria identification phase: Professional competencies and assessment criteria for administrators and supervisors of vocational education programs in Florida. Series No. 5. Resources in Education, 1977, 12 (4), 16 (ERIC ED 131 249).

708. Florida State University Exemplary competency-based vocational teacher education project: Research and evaluation component. Competency and criteria identification phase: Professional research and evaluation competencies and assessment criteria for vocational educators in Florida. Series No. 7. Resources in Education, 1977, 12 (4), 16-17 (ERIC ED 131 250).

709. Florida State University Exemplary competency-based vocational teacher education project: Disadvantaged component. Competency and criteria identification phase: Professional competencies and assessment criteria for teachers and administrators working with disadvantaged students in vocational education programs in Florida. Series No. 8. Resources in Education, 1977, 12 (4), 17 (ERIC ED 131 251).

710. Barrett, G. V., et al. The relationship between individual attributes and job design: Review and annotated bibliography. Technical report 6. Resources in Education, 1977, 12 (4), 20 (ERIC ED 131 271).

711. Florida State University Exemplary competency-based vocational teacher education project: Vocational business education component. Competency identification phase: Professional competencies for vocational business education teachers in Florida. Series No. 4. Resources in Education, 1977, 12 (4), 20 (ERIC ED 131 272).

712. E.P.D..Consortium Identification of actual tasks performed and relative amount of time spent on tasks by vocational technical personnel. Final report. Resources in Education, 1977, 12 (4), 26-27 (ERIC ED 131 314).

713. Middle Tennessee State University A project to determine teaching content: Final report. Resources in Education, 1977, 12 (4), 6 (ERIC ED 131 190).

This document deals with vocational education.

714. Moore, B. E. Occupational analysis for resource development: A review of utility of the task inventory. Research report No. 25. Resources in Education, 1977, 12 (4), 7 (ERIC ED 131 192).

715. Hampson, M. N., and McCracken, J. D. Tasks essential to successful performance within animal production and management occupations in Ohio. Summary of research series. Resources in Education, 1977, 12 (4), 10 (ERIC ED 131 212).

716. Mesa COmmunity College Research and analysis of competencies needed by the bilingual teacher aid. Resources in Education, 12 (4), 26 (ERIC ED 131 310).

717. Cooper, J. M., et al, Specifying competencies for school based teacher educators through task conceptual and perceptual analysis. School based teacher educators, Number 7. Resources in Education, 12 (3), 153 (ERIC ED 131 039).

718. Minnisota Instructional Materials Center Administrative assistant and correspondence specialist: Task list competency record. Resources in Education, 1977, 12 (6), 26 (ERIC ED 133 543).

719. Minnesota Instructional Materials Center Parts counterperson. Auto, agriculture and truck. Task list competency record. Resources in Education, 1977, 12 (6), 25 (ERIC ED 133 540).

720. Minnesota Instructional Materials Center medical secretary: Task list competency record. Resources in Education, 1977, 12 (6), 25-26 (ERIC ED 133 541).

721. Minnesota Instructional Materials Center correspondence supervisor: Task list competency record. Resources in Education, 1977, 12 (6), 26 (ERIC ED 133 542).

722. Minnesota Instructional Materials Center Legal secretary: Task list competency record. Resources in Education, 1977, 12 (6) 26 (ERIC ED 133 544).

723. Minnesota Instructional Materials Center Educational office personnel: Task list competency record. Resources in Education, 1977, 12 (6), 26 (ERIC ED 133 545).

724. Minnesota Instructional Materials Center Data entry operator: Task list competency record. Resources in Education, 1977, 12 (6), 26-27 (ERIC ED 133 547).

725. Minnesota Instructional Materials Center Secretary/non-shorthand: Task list competency record. Resources in Education, 1977, 12 (6), 27 (ERIC ED 133 548).

726. Minnesota Instructional Materials Center General office/typist: task list competency record. Resources in Education, 1977, 12 (6) 27 (ERIC ED 133 549).

727. Minnesota Instructional Materials Center Receptionist: Task list competency record. Resources in Education, 1977, 12 (6), 27 (ERIC ED 133 550).

728. Minnesota Instructional Materials Center Typist: Task list competency record. Resources in Education, 1977, 12 (6), 27 (ERIC ED 133 551).

729. Minnesota Instructional Materials Center Office services aid: Task list competency record. Resources in Education, 1977, 12 (6), 27 (ERIC ED 133 552).

730. Schrader, M. A., and Knight, J. Task analysis for legal assistant program. Final report. Resources in Education, 1977, 12 (6), 11 (ERIC ED 133 457).

731. Carter, D. M., et al. Task essential to successful performance as a tobacco producer. Summary of research. Resources in Education, 1977, 12 (5), 14 (ERIC ED 132 300).

732. Hanson, P. J. Introduction to marine corps task analysis. Training manual II. Technical report No. 10. Resources in Education, 1977, 12 (5), 15 (ERIC ED 132 304).

733. Urban Career Education Center Career intern program implementation planning guide. CIP: A new meaning in education. Resources in Education, 1977, 12 (3), 168 (ERIC ED 131 138).

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